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ABSTRACT

Based on the New York State homemaking-family living curriculum, this document presents sample modules appropriate for instructional levels III, IV, and V (grades 9-12) for the housing, furnishings, and equipment subject area. An introductory section presents a chart of the housing, furnishings, and equipment modules; steps in planning a course of study; and guidelines for evaluating and editing home economics curriculum modules. The remaining three sections of the document present the scope of learnings chart and sample modules for each of the three instructional levels. Six content areas form the basis for the modules: management, buymanship, leisure, career, health and safety, and relationships. Each sample module contains the following sections: module title, learning outcome, behavioral outcomes, suggested learning experiences, suggested measurement of student progress, and related modules titles. (LRA)

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HOME ECONOMICS EDUCATION

ED185415

HOUSING, FURNISHINGS, AND EQUIPMENT MODULES

Samples for Levels III, IV, and V

fourth in a series

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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The University of the State of New York
THE STATE EDUCATION DEPARTMENT
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Albany, New York 12234
1979

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FOREWORD

This publication, *Housing, Furnishings, and Equipment Modules, Samples for Levels III, IV, and V*, is the fourth in a series of publications which explains the present curriculum planning process for home economics education for the schools of New York State, and provides resource materials to aid in course planning. The titles of all four publications appear in the Introduction.

The first two explain curriculum planning for the four subject areas and their six interrelated content emphases. The first volume deals with grades 5 through 8 and contains sample modules for all of the 24 subject matter categories. The second volume covers grades 9 through 12. It gives guidance for curriculum planning procedures and criteria for a Regents diploma with a group 2 major sequence in home economics education. This volume contains two course outlines of teacher-planned courses which were part of an extensive field test of the efficacy of the current curriculum planning guidelines. One of the courses had a subject-area focus, one a content-emphasis focus. These two were presented as models. One instructional module was also included to serve as a model for new modules.

The third volume contains a variety of instructional modules for the human development subject area, illustrating interrelationships with the six content emphases.

The present publication, like the third, provides a variety of instructional modules to serve as resource material for planning courses in the housing, furnishings, and equipment subject area. The modules in this publication can be used as they are, can be adapted to fit the local situation, or can be models for producing other modules. An additional resource volume for each of the other two subject areas (food and nutrition, and clothing and textiles) are to be published later.

All publications in the series deal with home economics as preparation for the occupation of homemaker rather than for the development of marketable skills.

The modules in this volume have been selected and prepared for publication by Corinne Maxon, recently retired from her post as home economics teacher-educator at the State University of New York College at Oneonta.

A statewide curriculum advisory committee did the original planning for the series of which this volume is a part. Names of the members of that committee appear on page iv of *Home Economics Education Curriculum Planning Guidelines, Levels I and II.*

The curriculum design of this publication and of the series was the joint responsibility of the Bureau of Occupational Education Curriculum Development, G. Earl Hay, Chief, and of the Bureau of Home Economics Education, Elizabeth A. Brown, Chief. The subject matter content is the responsibility of the Bureau of Home Economics Education, particularly Pearl P. Campbell, Associate. E. Noah Gould, Associate in the first bureau named above, aided in organizing the content and then edited the manuscript and prepared it for publication. Comments about the publication and the series are solicited and should be directed to either Mr. Hay or Miss Brown.

Bureau of Occupational Education Curriculum Development

Bureau of Home Economics Education

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INTRODUCTION

The present approach to the planning of programs and development of instructional materials in home economics uses four subject areas and six content emphases. The subjects areas are: Human Development; Housing, Furnishings, and Equipment; Food and Nutrition; and Clothing and Textiles. The content emphases are: Management, Buymanship, Leisure, Career, Health and Safety, and Relationships.

This approach to home economics curriculum planning replaces the approach described in *Home Economics Education Syllabus for a Comprehensive Program* published in 1965 and reprinted in 1972. However, the *Syllabus* remains a valuable reference for home economics education.

Specific suggestions for planning and writing home economics curriculum for State diploma credit are contained in two sections of this Introduction. They are "Steps in Planning a Course of Study" and "Guidelines for Evaluating and Editing Home Economics Curriculum Modules."

The titles of the volumes now completed in the Home Economics Curriculum series (including the present one, Vol. 4) are:

Vol. 1. *Home Economics Education Curriculum Planning Guidelines, Levels I and II*
Vol. 2. *Home Economics Education Curriculum Planning Guidelines, Levels III, IV, and V*
Vol. 3. *Human Development Modules, Samples for Levels III, IV, and V*
Vol. 4. *Housing, Furnishings, and Equipment Modules, Samples for Levels III, IV, and V*

A chart for a subject area and instructional level with learning outcomes suggested for each content emphasis is called the *Scope of Learnings* for the given subject area and level. Charts for the Scopes of Learnings are:

Levels	Subject Areas	Vol.	Pages
I and II	All four	1	16-17 and 52-53
I and II	All four	2	10-11 and 12-13
III, IV, and V	All four	2	14-37
III, IV, and V	Human Development	3	4-5, 28-29, and 50-51
III, IV, and V	Housing, Furnishings, and Equipment	4	10-11, 32-33, 54-55

Definitions of terms used above are on pages 1-3 of both Vols. 1 and 2. Each of these two volumes also has a complete glossary of terms.

ARRANGEMENT OF THE PRESENT VOLUME (Vol. 4)

The content of this book is intended as an aid to home economics teachers on levels III, IV, and V (Grades 9 through 12). Some pages can be duplicated for student use, but the material is primarily for the teacher. The arrangement of the material is also for the teacher's convenience.

The Chart of Housing, Furnishings, and Equipment Modules on the next page shows the titles of all modules in this book. Locations of the modules themselves are shown on the Contents page.

The sample modules are grouped by instructional level, and a Scope of Learnings chart precedes each group of modules. For each instructional level the sample modules are grouped by content emphasis in the order shown on the Contents page. At least three sample modules are given for each content emphasis.

CHART OF HOUSING, FURNISHINGS AND EQUIPMENT MODULES

Samples for Levels III, IV and V

This chart shows the titles of all sample modules included in this book.
The Contents page shows where to find the modules themselves.

	CONTENT EMPHASES					
	MANAGEMENT	BUYMANSHIP	LEISURE	CAREER	HEALTH AND SAFETY	RELATIONSHIPS
Level III	Managing Living Space Providing for Adequate Storage Caring for Major Appliances	Evaluating Housing Possibilities Architectural Forms and Styles Alternatives in Home Furnishings	Principles of Design in Home Decoration Accessories in Decorating Flower Arrangement	The Nature of Occupations Related to Housing, Furnishings, and Equipment Relationship of Self to Housing-related Occupations Employment in Housing-related Occupations	Organizing the Sick Room Housing Needs of the Elderly Adapting Housing To Meet the Needs of the Physically Handicapped	Housing Conditions and Social Problems Communities For Family Life Recyling Resources
Level IV	Factors Affecting Housing Needs Furniture Arrangement Equipment at Work	Choosing a Location For Living Apartment For Rent Selecting Quality Furniture	Exploring Possibilities For Leisure Providing For Family Interests and Activities Refinishing Furniture	Effective On-the-job Relationships Job Opportunities in Household Services The Interior Decorator	Evaluating House Construction Choosing Housing for Durability and Function Problems Related to Inadequate Housing Influences of Housing on Children and Youth	Cultural Influences on Housing Housing Around the World Color Communicates
Level V	Today's Housing Decisions Housing Costs To Buy or Rent	Selecting of Small Electrical Appliances Pros and Cons of Credit Buying Buying Guidelines for Rugs and Carpets	Space for Use and Enjoyment Creative Home Decorating Dried Flower Arrangement	Employability and Job Success Seeking Employment Training For Housing-related Jobs Applying For a Job	Home Safety Action Toward Housing Improvement Safety of Electrical Appliances for the Kitchen	A Setting For Human Development Environment and Mental Health Homes of the Future

STEPS IN PLANNING A COURSE OF STUDY
USING
Home Economics Education Curriculum Planning Guidelines Levels I and II, 1974, and Home Economics Education Curriculum Planning Guidelines Levels III, IV, and V, 1976

	Pages for reference	
	Levels I & II	Levels III, IV, V
1. Collect needs analysis data. Draw implications for school, for home economics program, and for each course to be developed.	92,93,94 94	6,8 8,61,62
2. Identify appropriate learning outcomes (goals) from the Scope of Learnings chart for desired level.	16,17 52,53	10-37
3. Select or plan modules with appropriate behavioral outcomes. See instructions on how to state a behavioral outcome shown in "Guidelines for Evaluating and Editing Home Economics Curriculum Modules" on page 6 of *this* publication.	4	2,3,38,39 63
4. Plan additional module titles and develop other behavioral outcomes which relate directly to the learning outcomes identified. Estimate clock hours needed for each module. Use "Part II, Summary of Instructional Focus by Category" framework chart to record hours in each category.		69
5. Organize the course outline by using the Part I Course Outline sheet reproduced on page 5. Use a separate sheet for each category.		38,39,67,68
6. Complete "Part II, Summary of Instructional Focus by Category."		69,48,58
7. Develop course title that indicates course content and attracts interest.		
8. Complete "Application for Approval of Courses for State Diploma Credit" on form obtained from building principal.		66,41,49
9. Recheck to see that outline is comparable to one of the sample courses.		41-48;49-58
10. Submit outline, together with needs analysis data which supports the course planned, to: Chief, Bureau of Occupational Education Curriculum Development, State Education Department Albany, New York 12234		40

COURSE OUTLINE FOR HOME ECONOMICS EDUCATION
PART I

TITLE of COURSE: _____ Instructional Level _____

Check one subject area course or one content emphasis course:
Subject area course: HD ___, HFE ___, FN ___, CT ___
Content emphasis course: M ___, B ___, L ___, C ___, HS ___, R ___

SUBJECT MATTER CATEGORY: _____
State course focus first, as in the following two examples:
Subject area course: FOOD AND NUTRITION/Buymanship
Content emphasis course: BUYMANSHIP/Food and Nutrition

LEARNING OUTCOMES:

MODULE TITLES	TIME	BEHAVIORAL OUTCOMES

GUIDELINES FOR EVALUATING AND EDITING HOME ECONOMICS CURRICULUM MODULES

FORMAT

Be sure that the format of each module agrees with that of the blank Module Format on page 8 and with that of the modules in this publication.

LEARNING OUTCOME

Locate on the proper Scope of Learnings chart the learning outcome that is to be the focus or goal of the behavioral outcomes sought by the module. Be sure that the learning outcome appears on the Module Format under the module title.

BEHAVIORAL OUTCOMES

Keep in mind that the *behaviors* resulting from the learning experiences in the course should be "from now on" *competencies*, not one-time occurrences which take place only during the course.

Be sure that each statement of a behavioral outcome:

- Identifies behavior that is directly related to the learning outcome guiding the planning of the module.
- Is a *visible* behavior.
- Ends in *s* to indicate that it is to be an ongoing competency after the classroom instruction is finished.
- Is not a behavioral objective (which is less broad) but *gives direction to establishing behavioral objectives*, which can be measured to demonstrate progress toward the behavioral outcome.
- Is numbered 1,2,3, etc. so that each suggested learning experience and each suggested measurement of student progress can be linked to the behavioral outcome they support.

SUGGESTED LEARNING EXPERIENCES

Be sure that:

- At least one learning experience is listed for each behavioral outcome.
- The wording is in terms of what the *student* will do, *not* what the teacher will do.
- The first word of each statement is *a verb without an s at the end* and indicates present action within the class structure.
- Each statement can be thought of as having the phrase "The student will ..." preceding it. That phrase should not be expressed because it would become monotonous.
- The learning experiences are in keeping with the behavioral outcomes sought and the instruction time available.
- The behavioral outcome to which a particular learning experience relates is indicated in parentheses (at the end of the learning experience statement) by the number that identifies the behavioral outcome.

- The learning experiences are of interest and relevance to both boys and girls.
- An FHA experience is included as the final learning experience in the list.
- The FHA experience stated is in keeping with the goals and objectives of FHA and with the behavioral outcomes sought in the module.
- The FHA member is not overburdened in comparison to classmates, and stands to gain enrichment and leadership opportunities.

SUGGESTED MEASUREMENT OF STUDENT PROGRESS

Be sure that:

- Measuring procedures and techniques are included to cover each behavioral outcome and indicate how much progress a student has made toward achieving the behavior competency specified.
- The behavioral outcome each measurement procedure covers is identified by number.

RELATED MODULE TITLES

Use this section to list related modules. Module titles listed should represent modules that have already been developed.

NOTE: Pages 9 and 70-74 in *Home Economics Education Curriculum Planning Guidelines, Levels III, IV, and V* give detailed information about FHA, which is an integral part of a good home economics program.

MODULE FORMAT

Subject Area _____ Content Emphasis _____
Level _____ Hrs. _____

Module: (Title)

Learning Outcome: (from appropriate Scope of Learnings chart)

Behavioral Outcomes: (planned by teacher to lead to the Learning Outcome above)

Suggested Learning Experiences: (which will promote the behaviors identified in the Behavioral Outcomes listed above. Plan at least one learning experience for each Behavioral Outcome sought.)

FHA Experience: (related to the module focus, and to FHA goals)

Suggested Measurement of Student Progress: (at least one assessment of progress toward achieving each Behavioral Outcome)

Related Module Titles: (when such modules are available)

SAMPLE MODULES FOR LEVEL III

SCOPE OF LEARNINGS CHART

Housing, Furnishings and Equipment, Level III

(Learning Outcomes for the Occupation of Homemaking)

MANAGEMENT	BUYMANSHIP	LEISURE
• Understand principles of design as they apply to the home.	• Recognize a variety of architecture for homes.	• Know principles of design and movement for home furnishings and arrangements to produce desired atmosphere, comfort, beauty, and functionalism.
• Understand floor plan relationships to daily life management.	• Weigh the advantages and disadvantages of different types of housing.	• Utilize principles of design with imagination and creativity for self-expression in home decoration.
• Identify possibilities for convenient arrangements and optimal storage in existing houses.	• Compare alternative items available to equip, furnish, and decorate homes.	• Create accessories for the home applying principles of art.
• Weigh the value of "do-it-yourself" projects.	• Recognize factors which should, vs. factors which could, influence the selection of equipment, furnishings, and decorations for the home.	
• Know processes, products, and tools appropriate for cleaning the home.	• Realize that beauty and function are often unrelated to price.	
• Have ability to care for various areas and items in the home.	• Relate differences in materials and construction of furniture to intrinsic quality, serviceability, and durability of product; then relate each of these to need, immediate and overall cost, and to personal satisfaction.	
• Make and follow plans that show good sequences, consider energy conservation, and demonstrate knowledge for effective results.		

CAREER	HEALTH and SAFETY	RELATIONSHIPS
• Be acquainted with occupations related to housing, furnishings, and equipment and with information about competencies required of workers, remuneration, satisfactions and disadvantages.	• Recognize relationships between family health and the maintenance of clean and safe living space.	• Understand family housing needs as they relate to community planning.
• Understand factors which affect employment in housing-related occupations.	• Guard against safety hazards when operating cleaning equipment.	• Recognize responsibilities of family members for appropriate housing.
• Assess personal interests and potential for employment in occupations related to housing and home furnishings.	• See avenues for own continuing growth and expression as influenced by home surroundings.	• Consider housing effects on family and community life.
• Understand training required for various job opportunities.	• Be acquainted with types of dwellings, room arrangements, and furnishings as they relate to family member(s) with special health needs.	• Identify housing conditions in own community which may lead to or aggravate social problems.
		• Appreciate factors which have influenced own family's housing.

HOUSING, FURNISHINGS, AND EQUIPMENT

MANAGEMENT
Level III: 5 hours

Module: MANAGING LIVING SPACE

Learning Outcome:

Identify possibilities for convenient arrangements and optimal storage in existing houses.

Behavioral Outcomes:

1. Uses room activities as bases for planning convenient arrangements of furnishings and equipment.
2. Analyzes possible arrangements of furnishings and equipment in various types of housing as they relate to function, convenience, and safety.

Suggested Learning Experiences:

- Review basic management principles. Discuss ways these principles may be applied to room arrangement. (1)
- Work in small groups with a given floor plan of a specific room. List the activities that might normally be carried out in the room. Select from a collection of templates drawn to scale those items needed to carry out these activities. Arrange the templates on the floor plan with convenience and safety in mind. (2)
- Study selected pictures of various room arrangements with the aid of an overhead projector. Analyze them as they relate to room function, convenience, safety, and best use of space. Make suggestions for alternative or improved arrangements. (2)
- Visit a selected apartment or mobile home and notice the efficiency in use of space and the convenience of arrangement of furnishings and equipment. (2)
- View a film on kitchen arrangement and focus on arrangement of centers. Discuss the relationship between centers resulting from the type and amount of work done in each center. (1)
- FHA Experience: Analyze the arrangement of furnishings and equipment in various areas of the home economics department or a room at home as they relate to function, convenience, and safety. Make recommendations based on management principles. (1,2)

Suggested Measurement of Student Progress:

- List separate sewing tasks that require space and equipment. Then on a diagram of a potential sewing area sketch in a convenient arrangement of the equipment customarily used in such an area. (1,2)
- Evaluate the floor plan of Learning Experience No. 2 above on the way selection and arrangement of furnishings and equipment relate to activities, convenience, and safety for the specific room chosen by each group. (1,2)
- Develop a checklist of criteria for judging convenience and safety of arrangements in various rooms. (2)
- Evaluate the results of the third Learning Experience above. (2)

Related Module Titles:

Providing for Adequate Storage

HOUSING, FURNISHINGS, AND EQUIPMENT — MANAGEMENT
Level III: 5 hours

Module: PROVIDING FOR ADEQUATE STORAGE

Learning Outcome:

Identify possibilities for convenient arrangements and optimal storage in existing houses.

Behavioral Outcomes:

1. Identifes factors which influence location and organization of home storage space.
2. Applies principles of functional storage and plans efficient use of space and materials for best storage of personal and household items.

Suggested Learning Experiences:

- Discuss the resources involved in decisions about storage. Include attitudes relating to: benefits of well-planned storage, amount and types of space available, and creative use of space and storage aids. (1)
- List on the chalkboard representative storage areas in homes. (1)
- Make a list of a variety of personal and household items which must be stored between uses, such as laundering and cleaning agents, equipment, linens, recreational items, yard equipment, reading matter, and seasonal clothing. Match items to storage areas, and brainstorm for ways that could be devised to store items for which there are no ready storage places. Establish some principles of functional storage. (1,2)
- Analyze a staged teacher presentation to illustrate the importance of functional storage in the kitchen as it relates to preparation of food, and use, cleanup, and storage of equipment. Make recommendations for more functional storage that would result in reducing motions, energy expenditure, and time required for the operation demonstrated. (1,2)
- Work in small groups assigned to storage areas in the home economics department. Evaluate the storage areas in relation to principles of storage: (a) whether the space is big enough and of the proper shape, (b) whether it is convenient for storing and retrieving, and (c) whether the best use is being made of it. (1,2)
- View a film on organizing storage using improvised aids or purchased equipment for best and most convenient use of space. Discuss the film in relation to ideas gained previously in this unit. (1,2)
- FHA Experience: Assemble a bulletin board of magazine pictures which illustrate the creative use of space and materials for best storage of various personal and household items. Make several storage devices for home use. (1,2)

Suggested Measurement of Student Progress:

- List factors which influence storage practices in the home. (1)
- Pick a specific storage area in the home and, using a list of items to be stored in that area, make a diagram showing how to store the items. The storage area could be a bedroom closet, a dresser drawer, a refrigerator, a kitchen cupboard, or some utility shelves. In making the diagram, apply the principles of functional storage, optimal use of space, and use of improvised or purchased storage aids. Defend your plan (as shown on the diagram) as to efficient use of space and convenience. (2)
- Identify the basic principles governing storage needs in the home. (1,2)

Related Module Titles:

Managing Living Space

HOUSING. FURNISHINGS, AND EQUIPMENT

MANAGEMENT
Level III: 4 hours

Module: CARING FOR MAJOR APPLIANCES

Learning Outcome:

Have ability to care for various areas and items in the home.

Behavioral Outcomes:

1. Cites the importance of proper care of major appliances.
2. Identifies factors which influence the care major appliances require.
3. Cites sources of available information on appliance care.
4. Demonstrates knowledge and skill in caring for major appliances.

Suggested Learning Experiences:

- Examine and clarify the accepted definition and classifications of major appliances. Explore and discuss the importance of proper care. Relate this importance to home management and daily living, service life potential, and financial investment. (1)
- Identify specific responsibilities included in appliance care, such as proper use, cleaning, and servicing. Discuss the effects of proper care on the appearance and operation of major appliances. (1)
- Read about the care of various major appliances and apply the information you get to all available appliances. (2)
- Discuss factors which influence the type, amount, and frequency of care major appliances require. (2)
- Identify automatic features of today's appliances. Discuss these features and the care they need. (2)
- Compile a table of materials used in interior and exterior appliance finishes and trim, their characteristics, and guidelines for care and cleaning. Try to cover plastics, chromium, copper, porcelain enamel, synthetic enamel, stainless steel, and glass-ceramic. (2)
- Divide into small groups to examine the kinds of information available on the care and cleaning of various major appliances. Use manufacturer's manuals, newspaper and magazine articles, Cooperative Extension materials, and labels and directions included with purchased cleaning supplies. (3)
- Demonstrate to classmates recommended procedures for cleaning a whole major appliance or some of its parts. (4)
- FHA Experience: Invite a qualified company representative to demonstrate proper care and maintenance of a sewing machine, refrigerator, or other large appliance. (1,2,3)

Suggested Measurement of Student Progress:

- State five factors which affect the type, amount, and frequency of care a major appliance requires and give three generalizations relating to the importance of total care. (1,2)
- State two ways in which the manufacturer's manual serves as a valuable resource in appliance care. (3)
- Evaluate student demonstrations of caring for major appliances on the basis of information presented and cleaning procedures demonstrated. (4)

Related Module Titles:

Providing for Adequate Storage

20

HOUSING, FURNISHINGS, AND EQUIPMENT

BUYMANSHIP
Level III: 5 hours

Module: EVALUATING HOUSING POSSIBILITIES

Learning Outcome:

Weigh the advantages and disadvantages of different types of housing.

Behavioral Outcomes:

1. Identifies different types of housing available to individuals and families.
2. Cites advantages and disadvantages of housing of various types.
3. Develops criteria for evaluating housing possibilities.

Suggested Learning Experiences:

- Discuss the different types of housing found in most communities. Include: the development house, prefabricated house, custom-built house, older or used house, mobile home, modular home, duplex, and rental apartment. (1)
- Invite an urban realtor to speak on cooperative apartments and condominiums. (1)
- Work in groups to study different types of housing. Compile a list of advantages and disadvantages of the type assigned. Submit group lists for preparation of a class handout. (2)
- Help class volunteers present a panel discussion of their choices of housing for the future, basing their choices on information gained in class. (2)
- Prepare meaningful questions appropriate for interviewing persons living in various types of dwellings about evaluating housing possibilities. (3)
- Discuss factors to consider in evaluating any type of housing as a prospective dwelling. Compile a list of criteria as bases for such an evaluation. (3)
- FHA Experience: Use the criteria established in class to construct a checklist for evaluating various housing possibilities. (3)

Suggested Measurement of Student Progress:

- Make a matching question on identifying characteristics of different types of housing. (1)
- Evaluate group lists of advantages and disadvantages of specific types of housing. (2)
- State factors to consider in evaluating a mobile home as a housing possibility that would not apply to other types of housing. (3)

Related Module Titles:

Architectural Forms and Styles

HOUSING, FURNISHINGS, AND EQUIPMENT

BUYMANSHIP
Level III: 5 hours

Module: ARCHITECTURAL FORMS AND STYLES

Learning Outcome:

Recognize a variety of architecture for homes.

Behavioral Outcomes:

1. Identifies architectural forms of houses.
2. Differentiates between traditional and contemporary architectural design.
3. Identifies distinguishing features of traditional and contemporary house styles.

Suggested Learning Experiences:

- Collect pictures of houses that illustrate the four basic forms of home architecture and assemble them in a journal. The forms include one-story, two-story, story-and-a-half, and split level. (1)
- Study transparencies of floor plans of houses of different architectural forms. Note similarities in amount of living space the different forms provide. (1)
- Discuss possible reasons why certain architectural forms are preferred or recommended. (1)
- Look at slides of various styles of home architecture. Identify the general design as traditional or contemporary. (2)
- Read about architectural styles of houses. Note distinguishing features which will serve as a guide for identifying the following styles. Traditional: Garrison colonial, salt box, Cape Cod, Dutch colonial or gambrel, Georgian, regency, northern colonial, southern colonial, Cotswold, English half-timbered, French provincial. Contemporary: ranch, split level, modern, contemporary. (3)
- Collect pictures of houses that illustrate various styles of architecture. In a show-and-tell class session, identify the general design as traditional or contemporary, identify the architectural style, and point out the distinguishing features of that style. (3)
- FHA Experience: Make a snapshot tour of the community to collect pictures of styles of architecture represented in various houses. Prepare a bulletin board of the pictures for a school open-house display. (1,3)

Suggested Measurement of Student Progress:

- Evaluate student journals on the bases of pictures selected and accuracy of identifications. (1,2,3)

Related Module Titles:

Evaluating Housing Possibilities

HOUSING, FURNISHINGS, AND EQUIPMENT

BUYMANSHIP
Level III: 4 hours

Module: ALTERNATIVES IN HOME FURNISHINGS

Learning Outcome:

Compare alternative items available to equip, furnish, and decorate homes.

Behavioral Outcomes:

1. Lists alternatives in new furnishings for the home.
2. Cites possibilities for minimizing home furnishing expenditures.

Suggested Learning Experiences:

- Work in assigned groups with catalogs and newspapers to explore varieties available in today's home furnishings. Report by groups on floor coverings, window treatments, and furniture available. (1)
- Discuss available items in respect to quality, cost, ease of care, and multi-purpose possibilities. (1)
- Visit a home furnishings store to see floor coverings of various sizes and materials: unfinished, modular, and multipurpose furniture; and window treatments such as shades, blinds, draperies, and curtains. Compare costs and durability. (1)
- Discuss alternatives to buying new or fully constructed items. These might include: used items; used furniture for refinishing, redesigning, or redecorating; ready-to-assemble furniture; and make-it-yourself items. (7)
- Discuss sources other than specialty and department stores for home furnishings. Include auctions, auction houses, garage sales, newspaper advertisements, secondhand stores, mail order houses, and outlets or discount stores. (2)
- Invite a county cooperative extension agent to demonstrate creative ideas in home furnishings. (2)
- Invite a young married couple to discuss ways they kept the cost of furnishing their home at a minimum. (2)
- FHA Experience: Invite members of the local community to share their personal skills in creating furnishings for the home. (1,2)

Suggested Measurement of Student Progress:

- A young woman in her first secretarial job must purchase a floor covering for the living room of her new apartment.
  a) What factors must she consider before she can make an appropriate choice. (1,2)
  b) Discuss possible alternatives to purchasing an overall floor covering. (1)

Related Module Titles:

Principles of Design in Home Decoration

HOUSING, FURNISHINGS, AND EQUIPMENT

LEISURE
Level III: 5 hours

Module: PRINCIPLES OF DESIGN IN HOME DECORATION

Learning Outcome:

Know principles of design and movement for home furnishings and arrangements to produce desired atmosphere, comfort, beauty, and functionalism.

Behavioral Outcomes:

1. Demonstrates understanding of design principles.
2. Identifies ways design principles may be applied in room decoration to produce desired effects.
3. Applies design principles in arranging home furnishings and accessories.

Suggested Learning Experiences:

- View transparencies which clearly illustrate use of the principles of design. Do a self-test to check accuracy in identifying the principles. (1)
- Develop simple guidelines for identifying lack of balance and informal balance, emphasis and overemphasis, and the various forms of rhythm. (1)
- Study pictures of rooms and room arrangements displayed on a bulletin board. Identify examples of harmony. For each example, cite ways harmony has been produced through application of other design principles. (2)
- Conduct a 20-minute magazine search for pictures of three rooms, each of which illustrates one of the following effects: casual, modern, and traditional. Mount the pictures on paper. Identify the effect and the design principle(s) contributing to it. (2)
- Work in groups with furnishings and accessories to create arrangements which illustrate design principles. Share final results with the other groups, pointing out the design principles that have been applied. (3)
- FHA Experience: Use assorted pictures for a rotating bulletin board entitled, "Rhythm By _____." Change the arrangement of pictures according to the form of rhythm identified. (3)

Suggested Measurement of Student Progress:

- Complete a crossword puzzle on design principles and their definitions. (1)
- Evaluate selected pictures for accuracy in identifying effects and the design principles which produce those effects. (2)
- Evaluate group arrangements of furnishings and accessories in respect to proper application of design principles. (3)

Related Module Titles:

Flower Arrangement
Accessories in Decorating

HOUSING, FURNISHINGS, AND EQUIPMENT

LEISURE
Level III: 10 hours

Module: ACCESSORIES IN DECORATING

Learning Outcome:

Create accessories for the home applying the principles of art.

Behavioral Outcomes:

1. Explains the importance of appropriate accessories in home decoration.
2. Creates accessories for the home applying the principles of design.

Suggested Learning Experiences:

- Prepare a two-minute brainstormed list of various accessories used in the home. Discuss their purposes, for example to achieve beauty, comfort, or a specific function. (1)
- View slides or pictures of various rooms. Discuss ways design principles apply to the selection and arrangement of accessories. (1)
- Discuss accessories that can be made for the home. Consider necessary materials, special skills, and time required for making the items suggested. (2)
- Visit local gift, crafts, or needlework shops to explore ideas for accessories one can make. Inquire about costs of materials. Investigate the possibility of instruction in a specific skill. (2)
- Choose an accessory and collect materials for making it, keeping in mind design principles, the purpose to be served, and where the accessory will be used. (2)
- FHA Experience: Arrange a rotating display in a school showcase to exhibit a variety of accessories made in class. Create a suitable background for displaying the items. (2)

Suggested Measurement of Student Progress:

- Give examples of five living room accessories which serve more than a single purpose. (1)
- Evaluate the accessories made in class in respect to choice of item, application of design principles, and creativity. (2)

Related Module Titles:

Principles of Design in Home Decoration
Flower Arrangement

HOUSING, FURNISHINGS, AND EQUIPMENT

LEISURE
Level III: 4 hours

Module: FLOWER ARRANGEMENT

Learning Outcome:

Utilize principles of design with imagination and creativity for self-expression in home decoration.

Behavioral Outcomes:

1. Identifies necessary equipment and possibilities for containers in creating flower arrangements.
2. Lists rules for arranging flowers.
3. Uses the principles of design as bases for creating flower arrangements to produce desired effects.

Suggested Learning Experiences:

- Study a list of guidelines for arranging flowers. Cite the design principles that are stated or reflected in the rules. (2)
- View a display of equipment for arranging flowers and a demonstration using it. Especially observe the use of unfamiliar items. (1)
- Look at an assortment of containers for flower arrangements. Classify each as suitable for use in either a formal, informal, or modern setting. Suggest kinds of flowers that would complement various containers. (1)
- Brainstorm on possibilities for unusual and inexpensive arrangements through use of a variety of home-grown or wild flowers and weeds. (3)
- Use flowers or other materials collected by class members and a container of your choice to create an arrangement to produce a planned effect. Follow the guidelines studied in class. (2,3)
- FHA Experience: Invite a member of a local garden club to give a demonstration of seasonal flower arrangements. Make floral arrangements for a local hospital, nursery home, or other community institution. (1,2,3)

Suggested Measurement of Student Progress:

- You have been asked to demonstrate flower arrangement to a local 4-H group. List the equipment you would need and the basic rules you would emphasize. (1,2)
- Evaluate student flower arrangements in relation to how well design principles and creativity are applied. (3)

Related Module Titles:

Principles of Design in Home Decoration
Accessories in Decorating

HOUSING, FURNISHINGS, AND EQUIPMENT

CAREER
Level III: 4 hours

Module: THE NATURE OF OCCUPATIONS RELATED TO HOUSING, FURNISHINGS, AND EQUIPMENT

Learning Outcome:

Be acquainted with occupations related to housing, furnishings, and equipment and with information about competencies required of workers, remuneration, satisfactions, and disadvantages.

Behavioral Outcomes:

1. Classifies various housing-related occupations according to general type and qualifications needed.
2. Obtains information about a variety of occupations related to housing, furnishings, and equipment.

Suggested Learning Experiences:

- Work with a list of occupations related to housing, furnishings, and equipment. Categorize these occupations according to the following types: (a) housing management services, (b) housing, furnishings, and equipment maintenance services, and (c) merchandising and consumer services. (1)
- Invite the school's buildings and grounds supervisor or a local motel or hotel proprietor to discuss the types of housing-related services required in maintaining an institution or motel. (1)
- Prepare a list of questions for use in class interviews with selected people employed in housing-related occupations such as: real estate, commercial moving and storage, commercial rug cleaning, home appliance repair, housekeeping and custodial services, upholstering and furniture repair, utility company consumer services, house construction, or custom design and construction of home furnishings. (2)
- Study selected housing-related occupations as to training required, employment opportunities, working conditions, and salary range. (2)
- FHA Experience: Visit a local home furnishings store. Discuss with the manager the various types of jobs available in this field. (2)

Suggested Measurement of Student Progress:

- Submit research findings on a selected housing-related occupation for compiling into class occupation reference folder. (1,2)

Related Module Titles:

Employment in Housing-related Occupations
Relationship of Self to Housing-related Occupations

HOUSING, FURNISHINGS, AND EQUIPMENT

CAREER
Level III: 3 hours

Module: RELATIONSHIP OF SELF TO HOUSING-RELATED OCCUPATIONS

Learning Outcome:

Assess personal interests and potential for employment in occupations related to housing and home furnishings.

Behavioral Outcomes:

1. Identifies qualifications needed for employment in occupations related to housing and home furnishings.
2. Evaluates personal interests and potential for employment in housing-related occupations.

Suggested Learning Experiences:

- View bulletin board pictures of persons engaged in a variety of occupations related to housing and home furnishings such as: realtor, electrician, interior decorator, home builder, institutional housekeeper, furniture factory worker, housing management aide, and salesperson in home furnishings store. Determine qualifications essential to several of the suggested occupations. (1)
- Discuss manual, mental, and social skills required in specific occupations related to housing and home furnishings. (1)
- Construct a device for assessing personal qualities related to a variety of housing-related occupations. Include: personal characteristics, degree of interest, aptitudes, and need for personal satisfaction. (1,2)
- Give a candid oral report of yourself as a possible worker in a housing-related occupation. (2)
- FHA Experience: Compile a list of housing-related occupations of particular class interest. (2)

Suggested Measurement of Student Progress:

- Complete the blanks in the following. If I had to choose a job in a housing-related occupation I would choose _____ because _____. If I did choose this job I would need to prepare myself by _____. (1,2)

Related Module Titles:

The Nature of Occupations Related to Housing, Furnishings, and Equipment
Employment in Housing-related Occupations

HOUSING, FURNISHINGS, AND EQUIPMENT — CAREER

Level III: 4 hours

Module: EMPLOYMENT IN HOUSING-RELATED OCCUPATIONS

Learning Outcome:

Understand factors which affect employment in housing-related occupations.

Behavioral Outcomes:

1. Secures information on training required for various housing-related occupations.
2. Cites ways in which various factors affect the number and types of housing-related occupations available.

Suggested Learning Experiences:

- Compile a class list of housing-related occupations. Investigate the level of training each occupation requires. Classify occupations according to these levels of training: high school, apprenticeship training, two years beyond high school, or four or more years beyond high school. (1)
- Invite a school guidance counselor to discuss housing-related job opportunities, the level of training these jobs require, and where that training can be obtained. (1)
- Discuss ways in which the following factors affect the number and types of housing-related occupations available: (a) type of community, (b) the economic characteristics of the area, and (c) the trend toward do-it-yourself for home maintenance jobs. (2)
- Complete a class community analysis based on these factors as a means of predicting local employment opportunities in housing-related occupations. (2)
- FHA Experience: Interview business people in the local community to obtain a better idea of demand or lack of demand for skills related to housing management, maintenance, and merchandising or consumer services. (2)

Suggested Measurement of Student Progress:

- Study an analysis of a small highly mobile community which indicates the number and types of housing-related job openings. Select an occupation in housing in which jobs are available. State the training the occupation requires and where that training is available. (1,2)

Related Module Titles:

The Nature of Occupations Related to Housing, Furnishings, and Equipment
Relationship of Self to Housing-related Occupations

HOUSING, FURNISHINGS, AND EQUIPMENT

HEALTH and SAFETY
Level III: 4 hours

Module: ORGANIZING THE SICK ROOM

Learning Outcome:

Be acquainted with types of dwellings, room arrangements, and furnishings as they relate to family member(s) with special health needs.

Behavioral Outcomes:

1. States provisions for making the sick room clean and comfortable.
2. Cites guidelines for selecting and arranging furnishings and equipment for the sick room.

Suggested Learning Experiences:

- Read information on lighting, ventilation, temperature, and humidity control essential to the comfort a sick room should provide. (1)
- Discuss desirable lighting and room temperature for the sick room, methods of providing necessary ventilation, and ways of protecting the bed patient from drafts. (1)
- Prepare a schedule of daily, semi-weekly, and weekly tasks related to care of the sick room. Discuss time and length of time spent in cleaning, equipment used, and the importance of keeping noise and other disturbances at a minimum. (1)
- Discuss reasons for limiting furnishings and equipment in the sick room to items that are essential to the patient's comfort and care. (2)
- Suggest items that would be essential in the sick room of a) an adult convalescent, (b) a child suffering from measles, c) a bed-ridden teenager, and d) a non-ambulatory patient. (2)
- Analyze floor plans of various room arrangements. Identify features which would make selected rooms appropriate for use by a family member who is ill. (2)
- Select templates of furniture considered essential for a sick room. Arrange the templates on a scaled floor plan, keeping the patient's comfort and care in mind. (2)
- FHA Experience: Visit the headquarters of the local emergency squad to observe the variety of special health care furnishings and equipment available without charge to individuals and families. Report to classmates or to the chapter or to parents. (2)

Suggested Measurement of Student Progress:

- Discuss ways in which a clean, comfortable sick room contributes to the physical, emotional, and social well-being of a person who is ill. (1)
- Analyze a floor plan of a bedroom arrangement. Indicate changes in the selection of furnishings or their arrangement which would improve the rooms for sick care purposes. (2)

Related Module Titles:

Adapting Housing to Meet Needs of the Physically Handicapped
Housing Needs of the Elderly

HOUSING, FURNISHINGS, AND EQUIPMENT

HEALTH and SAFETY
Level III: 4 hours

Module: HOUSING NEEDS OF THE ELDERLY

Learning Outcome:

Be acquainted with types of dwellings, room arrangements, and furnishings as they relate to family member(s) with special health needs.

Behavioral Outcomes:

1. Cites reasons for changes in housing needs during the later years.
2. Lists characteristics of living locations which may make the later years more pleasant.
3. Identifies desirable house features to meet special health needs of the aging.
4. Cites types of housing available to older people.

Suggested Learning Experiences:

- Discuss influences which have an impact on the housing choices of older people. Consider the effects of decreased family size, early retirement, fixed or limited income, desire for independence, impaired health, death of spouse, or being elderly without close kin. (1)
- Invite to class elderly persons or married couples living in housing situations different from that of earlier years to discuss ways housing needs and options change with aging. (1)
- Invite a local realtor or a representative from a retirement center or community to discuss factors which influence choices among living locations open to the elderly. (2)
- Discuss with elderly people the pros and cons of changing location and type of housing during the later years. (2)
- Compile a class list of house features which meet various special health needs of the elderly such as one-floor accommodations, easily accessible storage space, and pull-down light fixtures. Discuss each feature as it relates to special health needs. (3)
- Prepare a check list of desirable house features for use in evaluating the suitability of an apartment, a room, a house, or a mobile home for occupancy by older people. (3)
- Review current publications for information on advances the housing industry has made in specialized housing or equipment to meet the needs of the elderly. (4)
- Discuss other types of housing options available to older people as alternatives to independent living. (4)
- FHA Experience: Obtain information on steps Federal, state, or local governments have taken to assist low-income older people in meeting their housing needs. Share the information with others. (1,4)

Suggested Measurement of Student Progress:

- Analyze a case study of an elderly person. Choose from a list of housing suggestions the living arrangement that you think would best meet that person's housing needs and defend your choice. (1,2,3,4)

Related Module Titles:

Adapting Housing to Meet Needs of the Physically Handicapped
Organizing the Sick Room

HOUSING, FURNISHINGS, AND EQUIPMENT

HEALTH and SAFETY
Level III: 4 hours

Module: ADAPTING HOUSING TO MEET THE NEEDS OF THE PHYSICALLY HANDICAPPED

Learning Outcome:

Be acquainted with types of dwellings, room arrangements, and furnishings as they relate to family member(s) with special health needs.

Behavioral Outcomes:

1. Identifies special health needs of the physically handicapped.
2. Describes provisions to accommodate special housing needs of physically handicapped persons.

Suggested Learning Experiences:

- Examine statistical data on the number of noninstitutionalized persons whose activities are limited because of physical impairment. Discuss the need for specialized housing this segment of our population has. (1)
- Discuss types of physical disability which make special housing arrangements necessary. Consider blindness, deafness, incoordination, and the more serious semiambulatory or nonambulatory handicapping conditions. (1)
- Invite a physical therapist or other person experienced in work with the physically handicapped to discuss special housing needs resulting from various types of physical impairment. (1)
- Invite a nonambulatory person to class or listen to a taped conversation with one. Discuss ways that he or she copes with limited mobility and activity, use of special aids, and provisions that have been made in the home and perhaps at work to promote self-help and independent living. Assess the need for additional aids and for normal social status. (1,2)
- View slides of conventional dwellings and floor plans for them. Identify specific limitations conventional houses, furnishings, and equipment place on persons who are semiambulatory or nonambulatory. (2)
- Work in groups on assigned rooms of a house to study provisions to accommodate the needs of the physically handicapped. Include (a) living-dining arrangements, (b) kitchens, (c) bedrooms, and (d) bathrooms. Consider storage arrangements, types of windows, floor surface materials, and lighting arrangements. (2)
- FHA Experience: Explore ways in which outdoor living space can be provided for a nonambulatory person living in a conventional apartment or two-story house. Report to the class on this. (1,2)

Suggested Measurement of Student Progress:

- Discuss five special needs of a person who is handicapped by blindness. Suggest provisions that can be made in a conventional house to meet these needs. (1,2)

Related Module Titles:

Organizing the Sick Room
Housing Needs of the Elderly

HOUSING, FURNISHINGS, AND EQUIPMENT — RELATIONSHIPS
Level III: 4 hours

Module: HOUSING CONDITIONS AND SOCIAL PROBLEMS

Learning Outcome:

Identify housing conditions in own community which may lead to or aggravate social problems.

Behavioral Outcomes:

1. Identifies housing conditions which contribute to social problems.
2. Lists societal problems associated with inadequate housing.
3. Analyzes housing conditions in the community to point out social problems.

Suggested Learning Experiences:

- View a film or taped portions of a film on environmental conditions which influence attitudes, human behavior, and social interaction. Identify specific housing conditions, such as overcrowding of single dwelling units and lack of sanitation facilities, which are detrimental influences. (1)
- Examine factors responsible for inadequate family housing in rural and urban communities. Describe possible effects of (a) indifference on the part of tenants and landlords, (b) deteriorating neighborhoods, (c) construction of superhighways, and (d) displacement of families resulting from urban renewal projects. (1)
- Study a chalkboard listing of today's social problems. Include child abuse and neglect, alcoholism, drug addiction, youth and adult crime, illegitimacy, vandalism, and disrespect for law and order. Explore housing conditions as a possible cause. Cite evidence based on personal knowledge, newspaper accounts, or TV newscasts. (2)
- Survey varying housing conditions in sections of the local community. Interview a local authority as to possible reasons for differences in appearance, condition, and general upkeep of family dwellings. (3)
- Compile a list of conditions in the local community that suggest inadequate housing caused by indifference on the part of homeowners, landlords, or tenants. (3)
- Invite a member of the local police department to discuss social problems in the community and their relationship to housing conditions of individuals and families. (3)
- FHA Experience: Discuss the relationship between unfavorable housing conditions and urban social problems revealed in TV programs such as Kojak, Baretta and Police Story. (1,2)

Suggested Measurement of Student Progress:

- Write a fictitious news account of the arrest of a 15-year-old for vandalism. Identify the victim's probable housing situation. (1,2)
- Describe a specific housing condition in the local community which appears to aggravate a social problem. Identify the problem. (3)

Related Module Titles:

Communities for Family Living
Recycling Resources

HOUSING, FURNISHINGS, AND EQUIPMENT

RELATIONSHIPS
Level III: 4 hours

Module: COMMUNITIES FOR FAMILY LIFE

Learning Outcome:

Understand family housing needs as they relate to community planning.

Behavioral Outcomes:

1. Identifies housing needs at varying stages of the family life cycle.
2. Describes community services and facilities designed to meet family needs.
3. Cites efforts of agencies and individuals toward community development and improvement.

Suggested Learning Experiences:

- Pretest: Write a statement explaining your concept of the ideal community. Keep this statement for use at the completion of the module. (1,2,3)
- List members of your family including grandparents. For each family member, list specific community services and facilities on which each is dependent. (1)
- Discuss the essential differences in living practices among families of rural areas, small towns, suburban communities, and cities. Consider reasons for these differences as they relate to ways families meet their needs. (1)
- Classify types of services and facilities a community may provide its citizens such as personal services, education, and cultural facilities. (1,2)
- Work in groups, each assigned one type of community service or facility. Use the telephone directory and information prepared by local and county agencies to explore specific services and facilities available in local communities. (2)
- Share information on locally available community services and facilities. Participate in an oral evaluation of the provisions the community makes to meet the needs of all its citizens. (2)
- Explore social studies textbooks for information on legislation and available funds for the improvement of communities through urban renewal programs, preservation or renovation of historic buildings, provisions for parks and recreation areas, and community planning. (3)
- Invite an official of a local or county government or a member of a local community planning board to discuss community planning and local efforts and plans on community growth and improvement. (3)
- Invite representatives of local organizations such as Lions Clubs, Rotary Clubs, local garden clubs, homemakers' groups, and historical societies to present a panel discussion on past accomplishments and future possibilities for community development and improvement. (3)
- Interview a person responsible for village or city maintenance to obtain information on the type and scope of responsibility communities assume in maintaining and improving physical conditions in the community. (3)
- FHA Experience: Obtain information on retirement communities and focus on ways the housing needs of the elderly are served. (1,2,3)

Suggested Measurement of Student Progress:

- Posttest: Review the statement written at the start of the module. Make changes or additions resulting from learnings of the module. (1,2)
- State ways an individual can directly or indirectly contribute to community development or improvement to better meet family housing needs. (3)

Related Module Titles:

Housing Conditions and Social Problems
Recycling Resources

HOUSING, FURNISHINGS, AND EQUIPMENT — RELATIONSHIPS
Level III: 3 hours

Module: RECYCLING RESOURCES

Learning Outcome:

Identify housing conditions in own community which may lead to or aggravate social problems.

Behavioral Outcomes:

1. Cites human resources involved in efforts toward community improvement.
2. Describes effects of accumulated refuse on local housing conditions.
3. Identifies possibilities for improving local housing conditions through proper treatment of refuse.

Suggested Learning Experiences:

- Discuss the relationship between redirecting one's energies and recycling resources. Consider the implication of this relationship as it relates to efforts toward community improvement as contrasted with careless disposal of refuse. (1)
- Brainstorm on the various human resources a community improvement project requires. Include interest, knowledge, skills, energy, and time. (1)
- Discuss measures states and municipalities have taken to eliminate careless disposal of litter (especially throw-away containers) along highways and in public places. Cite reasons for these actions. (1,3)
- Prepare a list of kinds of refuse observed in streets, on porches, around garages, and in yard areas in the community. Discuss the effects of accumulated trash on home living conditions as they relate to appearance and order, family health, and attitudes of family members. (2)
- Assume individual responsibility for investigating an aspect of refuse collection, treatment, or disposal in our community such as current prices paid for paper or returnable bottles, and regulations governing burning of trash. Share the information with the class. (1,3)
- Obtain information on facilities in the area for recycling paper, glass, and aluminum. If possible, observe a trash masher in operation or visit a recycling center. (3)
- Participate in a class planning session on actions individuals and groups can take to stimulate interest in community improvement and to assist in improving local housing conditions through collection and proper treatment of refuse. (3)
- FHA Experience: Plan and carry out a one-week drive to eliminate careless disposal of litter on school grounds and in hall, classroom, cafeteria, and auditorium areas. At week's end, evaluate results of efforts and publicize them in ways to create pride in continuing them. (1,3)

Suggested Measurement of Student Progress:

- Write answers to questions:
  (a) What human resource is basically essential to any effort toward community improvement?
  (b) Choose one type of household refuse. State ways its accumulation may affect home living conditions.
  (c) Recommend a method for proper treatment of this type of refuse. (1,2,3)

Related Module Titles:

Communities for Family Living
Housing Conditions and Social Problems

SAMPLE MODULES FOR LEVEL IV

SCOPE OF LEARNINGS CHART

Housing, Furnishings and Equipment, Level IV

(Learning Outcomes for the Occupation of Homemaking)

MANAGEMENT	BUYMANSHIP	LEISURE
• Recognize the influence of individual needs and interests upon selection and use of space and facilities in a home.	• Consider various factors when choosing a location for living.	• Consider factors important for use of leisure time when selecting a residence.
• Understand factors that determine type and amount of space and influence the selection of equipment and furnishings for the home.	• Compare alternatives when purchasing a home or furnishings.	• Identify equipment for the home related to possible family leisure time activities.
• Develop and/or evaluate floor plan related to family needs.	• Weigh use and cost of extra features on equipment for the home.	• Experiment with techniques of finishing, refinishing, and reupholstering furniture.
• Consider personal values and family resources when planning and caring for the home.	• Investigate community services that could affect need for household equipment.	• Compare time, money and basic values of leisure time activities in the home with those possible in the community.
• Utilize principles of design and furniture arrangement to facilitate easy movement and saving of time and energy.	• Explore legal aspects of housing and furnishings decisions.	
• Understand the relationship of equipment and its arrangement in special work areas to time, energy, success and work attitudes.	• Recognize durability features of furniture and equipment.	
• Recognize different styles of furniture.	• Identify and compare different types, sources, and costs of mortgages.	
	• Investigate rates and integrity of companies regarding insurance to protect house and/or furnishings investment.	

CAREER	HEALTH and SAFETY	RELATIONSHIPS
• Explore the variety of job opportunities available in the housing, furnishings and equipment fields. • Assess competencies and responsibilities for maintenance and repair of the home. • Identify qualities which promote good working relationships with others. • Recognize personal characteristics which contribute to employability and continued success on the job.	• Understand how the physical characteristics of the house and its environment affect the growth and development of children and youth. • Recognize own competencies and responsibilities for maintenance and repair of the home. • Evaluate how materials and construction influence the safety, upkeep, and durability of a home. • Research how locale may affect type of housing, possible drainage, available utilities and waste disposal, and their effects on physical well-being.	• Recognize ways housing in other countries varies from that in this country. • Understand factors that lead to variations in housing in different cultures. • Realize how structural features influence use of wall and floor areas, and affect family life patterns. • Consider effects of color, space, design, decorative patterns and objects, and furniture placement on atmosphere of home.

HOUSING, FURNISHINGS, AND EQUIPMENT

MANAGEMENT
Level IV: 4 hours

Module: FACTORS AFFECTING HOUSING NEEDS

Learning Outcome:

Understand factors that determine type and amount of space and influence the selection of equipment and furnishings for the home.

Behavioral Outcomes:

1. Identifies human needs which determine the basic functions of housing.
2. Explains factors that influence choice of housing and space needs in the housing.

Suggested Learning Experiences:

- Discuss basic human needs. Determine the basic functions housing must fulfill if these needs are to be met. (1)
- Identify and discuss factors that influence space needs and housing choices of individuals and families. Include: family composition, stage of life or family cycle, life style, health status of family members, activities carried on in the home, income, social position, values, goals, standards, and interests. (2)
- Have buzz group discussions on space needs of a family at specified stages of the family cycle. (2)
- Invite a representative panel to discuss the influence of goals, values, and standards on the housing choices of the single young adult, the young married couple, the family with young children, the family with teenagers, the married couple in later years, and the single senior citizen. (2)
- FHA Experience: Interview individuals or families about their priorities in choosing a home. Prepare a report for class presentation. (1, 2)

Suggested Measurement of Student Progress:

- List housing characteristics related to various identified human needs. (1)
- Analyze a case study which describes the housing of a young married couple who have recently rented a two-bedroom apartment in the city where both are employed. Identify specific factors which may have influenced their choice of housing. (2)

Related Module Titles:

Choosing a Location for Living
Providing for Family Interests and Activities

HOUSING, FURNISHINGS, AND EQUIPMENT

MANAGEMENT
Level IV: 5 hours

Module: FURNITURE ARRANGEMENT

Learning Outcome:

Utilize principles of design and furniture arrangement to facilitate easy movement and saving of time and energy.

Behavioral Outcomes:

1. Cites important considerations in arranging furniture and develops guidelines for furniture arrangement based on design principles, function, and convenience.
2. Applies principles of design when arranging furniture.

Suggested Learning Experiences:

- Discuss the importance of function, comfort, convenience, and beauty in the arrangement of furniture. (1)
- Study selected pictures of various rooms with the aid of an overhead projector. Analyze furniture arrangements in respect to function, convenience, and comfort. (1)
- Collect pictures of rooms which illustrate good examples of functional arrangement and provision for easy movement. (1)
- Write a pretest on the principles of design. Use the test to review proportion, types of balance and rhythm, emphasis, and harmony. (2)
- Discuss the application of design principles to furniture arrangement to achieve beauty of design. (2)
- Assemble a group of pictures identifying the application of each of the design principles in furniture arrangement. (2)
- Compile a list of general rules for arranging furniture in all rooms of a house. Consider design, function, convenience, and comfort. (1)
- FHA Experience: Assemble a bulletin board which identifies important considerations in furniture arrangement. (1,2)

Suggested Measurement of Student Progress:

- Analyze a room sketch in respect to important factors to be considered in furniture arrangement. (1)
- Develop a checklist for evaluating furniture arrangements based on guidelines established in class. (1,2)

Related Module Titles:

Providing for Family Interests and Activities

HOUSING, FURNISHINGS, AND EQUIPMENT

MANAGEMENT
Level IV: 5 hours

Module: EQUIPMENT AT WORK

Learning Outcome:

Understand the relationship of equipment and its arrangement in special work areas to time, energy, success, and work attitudes.

Behavioral Outcomes:

1. Cites management principles which relate to the choice and arrangement of equipment in special work areas of the home.
2. Evaluates arrangement of equipment in special work areas in terms of time and energy conservation.
3. Compares efficiency features of various items of household equipment.
4. Identifies ways in which equipment and its arrangement contribute to work efficiency and satisfaction.

Suggested Learning Experiences:

- Read printed materials on the selection and organization of equipment in various work areas of the home. (1)
- Identify management principles that relate to choosing and arranging equipment in kitchen and laundry areas. (1)
- View two chalkboard demonstrations of the performance of a simple household task, counting the movements required in situations which depict good and poor arrangement of equipment. (2)
- Work in small groups to compile a list of tasks performed in an assigned kitchen center. Identify the equipment needed for performing each task and explore various alternatives for its arrangement between uses and during use. (1,2)
- Analyze two staged teacher demonstrations of the performance of a simple task in food preparation. Count the movements required in the two situations which depict convenient and inconvenient arrangement of equipment. (3)
- Evaluate the arrangement of equipment in a unit kitchen of the home economics department in terms of its efficiency. (2)
- Compare the use of two items of kitchen equipment for the same task, for example: paring knife vs. vegetable peeler, hand beater vs. electric mixer, chef's knife vs. electric blender. (3)
- Interview a homemaker as to reasons specific items of household equipment are valued and why they are in particular locations. Share the interview information with class. (4)
- FHA Experience: Use class evaluation of equipment arrangement in a unit kitchen as basis for improving the arrangement in a home kitchen. (2,3)

Suggested Measurement of Student Progress:

- State two management principles which indicate where food measuring equipment should be stored. (1)
- Select a magazine picture of a special work area and evaluate the arrangement of equipment in that area. Suggest alternatives and evaluate them as well. (2,4)
- Report the difference in cost, space requirements, time-energy expenditure, and end results in the use of pairs of items of kitchen equipment that perform comparable functions. (3,4)

HOUSING, FURNISHINGS, AND EQUIPMENT

BUYMANSHIP
Level IV: 5 hours

Module: CHOOSING A LOCATION FOR LIVING

Learning Outcome:

Consider various factors when choosing a location for living.

Behavioral Outcomes:

1. Lists considerations in selecting a community and neighborhood in which to live.
2. Identifies sources of information on available housing and site locations in a given community.
3. Cites benefits of a properly selected living location.

Suggested Learning Experiences:

- Discuss factors which influence decisions on choice of community or area in which to live. Consider ways in which individual and family values, needs, and resources affect choice of location. (1)
- Analyze communities in your area in respect to type, size, pattern of growth, employment opportunities, cost and availability of housing and site locations, facilities and services available, and community pride. (1)
- Invite a local government official to speak on provisions his or her community makes for the health and safety of its citizens. (1,2,3)
- Investigate zoning regulations, building codes, and tax structures of various communities. (1,3)
- Discuss factors to consider in selecting a neighborhood in which to live. (1)
- Compile a list of sources of information which will assist individuals and families in exploring the choice of a living location. (2)
- View a film on ways neighborhoods vary within communities. Discuss the psychological effect of a deteriorating neighborhood on persons living in the area. (3)
- Invite a realtor or loan officer to discuss the effects of location on property valuation, amount that can be borrowed for purchasing a property, and its resale value. (3)
- FHA Experience: Invite members of the local Welcome Wagon organization to discuss reasons why people choose to move to the community. (1,3)

Suggested Measurement of Student Progress:

- Suppose you work in a realty agency and your job is to assist people in choosing a location to live in.
  (a) What questions might you ask a prospective client before you attempt to be of assistance? (1)
  (b) What kinds of information might you provide? (2)
  (c) State possible reasons for a client's decision to buy a house in a new residential area of the city rather than a less expensive house in a neighborhood which shows signs of deterioration. (3)

Related Module Titles:

Apartment for Rent

HOUSING, FURNISHINGS, AND EQUIPMENT

BUYMANSHIP
Level IV: 4 hours

Module: APARTMENT FOR RENT

Learning Outcome:

Explore legal aspects of housing and furnishings decisions.

Behavioral Outcomes:

1. Investigates formalities in renting an apartment.
2. Defines terms which relate to the legal aspects of renting.
3. Justifies an apartment lease in terms of protecting the parties involved.

Suggested Learning Experiences:

- Study the terms of a sample rental application form. Respond to questions about the reasons certain information is requested; for example, occupation, employer, and personal and credit references. (1)
- Read the statement of agreement and the details of a sample apartment lease. Discuss the importance of careful study of a lease before signing. (1)
- Invite a lawyer to answer questions about governmental regulations and other legal aspects of renting. (1)
- Record definitions of terms relating to the legal aspects of renting. (2)
- Discuss ways in which the apartment lease protects both the landlord and the tenant. (3)
- FHA Experience: Have volunteers role play a meeting between a landlord and a prospective tenant after tenant's rental application has been accepted. (1)

Suggested Measurement of Student Progress:

- Use a matching question on definition of terms relating to the legalities of renting. (2)
- Write on ways an apartment lease provides greater security to the tenant than an oral agreement. (1,3)

Related Module Titles:

Choosing a Location for Living

HOUSING, FURNISHINGS, AND EQUIPMENT

BUYMANSHIP
Level IV: 5 hours

Module: SELECTING QUALITY FURNITURE

Learning Outcome:

Recognize durability features of furniture and equipment.

Behavioral Outcomes:

1. Lists wise buying practices in selecting furniture.
2. Differentiates between solid wood and veneer furniture.
3. Identifies ways to judge quality and durability of wooden and upholstered furniture.

Suggested Learning Experiences:

- View a film strip on where, when, and how to buy furniture. Compile a list of recommended buying practices based on the film strip. (1)
- Make a list of woods used in traditional, Early American, and modern furniture. Examine similarly finished wood samples and compare their characteristics. (2)
- View a diagram illustrating veneering. Discuss advantages and disadvantages of veneered furniture. (2)
- Invite an industrial arts teacher to demonstrate the several kinds of joints used in furniture construction. (3)
- Study a cutaway diagram of an upholstered piece of furniture. Discuss quality features of upholstered furniture. (3)
- Visit a local furniture store. Examine the construction features of several pieces of furniture. Study labels and guarantees on wood and upholstered items. Question the salesman on the durability features of different upholstery materials. (1,2,3)
- FHA Experience: Assemble a display of a variety of upholstery materials. List characteristics of these materials that relate to durability and care. (3)

Suggested Measurement of Student Progress:

- Make a furniture display from a magazine or catalog. Report on the information given about the furniture as a guide in buying. (1)
- Develop a checklist for use in selecting quality wooden and upholstered furniture. (2,3)

Related Module Titles:

Furniture Arrangement

HOUSING, FURNISHINGS, AND EQUIPMENT

LEISURE
Level IV: 4 hours

Module: EXPLORING POSSIBILITIES FOR LEISURE

Learning Outcome:

Consider factors important for use of leisure time when selecting a residence.

Behavioral Outcomes:

1. Explains the importance of provisions for leisure-time activities when selecting a home.
2. Lists factors which influence type and amount of space needed for leisure-time activities.

Suggested Learning Experiences:

- Center discussion around a display of pictures which suggest reasons why provision for leisure-time activities is important in selecting a home. (1)
- Invite a building contractor or realtor to discuss trends in space desired or needed by today's families. (1)
- Review stages of the family life cycle. Role play the stages to illustrate changes in leisure-time interests and needs. (2)
- Read a case history of a house in which three families have lived. Notice the uses to which the house was put. Identify factors which reveal differences in the leisure-time interests and needs of the families. (2)
- FHA Experience: Take a walk through a residential area. Record evidence of outdoor leisure-time activities you see. Discuss factors that may have influenced provision for these activities. Determine additional needs for this area, and possible actions and resources applicable. (2)

Suggested Measurement of Student Progress:

- In a decision to move to a smaller house a retired couple agree that they will still have a garden. Discuss likely reasons for the couple's decision. (1,2)

Related Module Titles:

Providing for Family Interests and Activities
Refinishing Furniture

HOUSING, FURNISHINGS, AND EQUIPMENT — LEISURE

Level IV: 4 hours

Module: PROVIDING FOR FAMILY INTERESTS AND ACTIVITIES

Learning Outcome:

Identify equipment for the home related to possible family leisure-time activities.

Behavioral Outcomes:

1. Lists types of family leisure-time activities.
2. Identifies equipment required for engaging in various leisure-time activities.

Suggested Learning Experiences:

- Compile a list of leisure-time activities families engage in at home. Classify the activities according to type, such as entertaining, crafts, games, etc. (1)
- Collect pictures showing family participation in indoor and outdoor leisure-time activities. (1)
- Study a picture of a furnished family room. Determine various leisure-time activities for which the room provides. Identify the equipment that suggests these activities. (2)
- Discuss alternatives to a specially equipped room for a family's leisure-time activities. Collect and display pictures of items such as reading lamps, and a table, essential to activities families enjoy together. (2)
- Plan backyard equipment for various family leisure-time activities. (2)
- Discuss the equipment required for pursuing personal interests at home such as handcrafts, reading, sewing, and collecting various items. (2)
- FHA Experience: Discuss the value of TV as a family leisure-time activity. Consult family members and determine their plan for watching TV. (1,2)

Suggested Measurement of Student Progress:

- List 10 different leisure-time activities that might be carried out on a sturdy formica-top table. Classify each activity according to type and whether it is done by an individual or a group. (1,2)

Related Module Titles:

Exploring Possibilities for Leisure
Furniture Refinishing

HOUSING, FURNISHINGS, AND EQUIPMENT

LEISURE
Level IV: 10 hours

Module: REFINISHING FURNITURE

Learning Outcome:

Experiment with techniques of finishing, refinishing, and reupholstering furniture.

Behavioral Outcomes:

1. Evaluates qualities of items before refinishing.
2. Lists supplies and equipment needed in refinishing furniture.
3. Practices health and safety precautions in use of refinishing equipment and supplies.
4. Demonstrates knowledge and skill in refinishing wooden items.
5. Evaluates qualities of successfully refinished items.

Suggested Learning Experiences:

- Discuss the importance of examining items to be refinished for durability and intended use. (1)
- View a display of supplies and equipment used in refinishing. Read labels and examine tools. Point out precautionary measures in use of tools and supplies. (2,3)
- Observe a demonstration of techniques for removing old finish and preparing a surface for a new finish. (2,3,4)
- Visit a person specializing in finishing furniture to discuss choice of finish. Observe a demonstration on applying fillers, stains, and other finishes. (4,5)
- Discuss qualities of a successfully refinished item and the supplies, equipment, and techniques used in refinishing it. (5)
- Refinish a small wooden item or portion of an item brought from home. (4)
- FHA Experience: Visit an antique shop to develop an awareness of the value placed on old furniture and its restoration. (1,5)

Suggested Measurement of Student Progress:

- Written evaluation:
  (a) List qualities of a wooden item that determine its refinishing possibilities. (1)
  (b) Identify the use of each item on a list of supplies and equipment for removing old finish. Check those requiring caution in use. (2,3)
- Evaluate techniques observed in a refinishing shop. (4)
- Evaluate individual refinishing projects. (5)

Related Module Titles:

Exploring Possibilities for Leisure
Providing for Family Interests and Activities

HOUSING, FURNISHINGS, AND EQUIPMENT

CAREER
Level IV: 3 hours

Module: EFFECTIVE ON-THE-JOB RELATIONSHIPS

Learning Outcome:

Identify qualities which promote good working relationships with others.

Behavioral Outcomes:

1. Identifies factors which affect relationships among workers.
2. Cites benefits of effective working relationships with others.
3. Identifies personal qualities which contribute to effective on-the-job relationships.

Suggested Learning Experiences:

- Discuss elements which influence an employment situation and affect relationships among workers. Include: qualifications of employees at all levels, adherence to employment laws and regulations, management policies, employer-employee attitudes and practices, health, ethics, and working conditions. (1)
- Brainstorm on personal benefits to be derived from effective relationships with one's coworkers. (2)
- Discuss ways in which good relationships among workers affect productivity and efficiency, employer attitudes and practices, and work atmosphere. (2)
- Invite the personnel manager of a local business to speak on personal qualities of individuals which contribute to good working relationships among workers. (3)
- Conduct mock employer-employee discussions in which the employer guides the employee in an analysis of his or her relationships with others, helping the individual to identify strengths and weaknesses. (3)
- FHA Experience: Discuss specific qualities in individuals which contribute both to good family relationships and good work relationships. (3)

Suggested Measurement of Student Progress:

- Write a paragraph on the effects of personal codes of ethics and physical and mental health on one's philosophy toward work and one's work relationships with others. (1,2,3)

Related Module Titles:

The Interior Decorator
Job Opportunities in Household Services

HOUSING, FURNISHINGS, AND EQUIPMENT

CAREER
Level IV: 4 hours

Module: JOB OPPORTUNITIES IN HOUSEHOLD SERVICES

Learning Outcome:

Explore the variety of job opportunities available in the housing, furnishings, and equipment fields.

Behavioral Outcomes:

1. Classifies household services according to general type.
2. Identifies reasons for the increasing need for available workers in household services.
3. Cites job opportunities available in household services.

Suggested Learning Experiences:

- Study a chalkboard list of household services which individuals, families, or institutions need. Classify them according to three general types: (a) care of buildings and grounds, (b) repair and maintenance of equipment, appliances, and furnishings, and (c) other services to householders. (1)
- Prepare individual lists of specific household-related tasks for which students' families employ the service of others. Categorize them according to general type of service. (1)
- Discuss reasons why there is an increasing need for all kinds of household service workers. Consider factors such as (a) effects of the increase in opportunities in higher education, (b) skill required in the maintenance and repair of today's appliances and equipment, (c) limited time, desire, or skill of the average individual to do maintenance and repair work, (d) increase in the number of institutions which require cleaning and household management services, and (e) the changing role of men and women. (2)
- Conduct a survey among household service workers in the community such as painters, plumbers, electricians, TV service persons, snow removal and lawn workers, and home cleaners to investigate local demand for such services. (2)
- Invite an institution housekeeping director, a homemaker who employs a person to clean, an office building or theatre cleaner, and a school custodian to discuss job opportunities in cleaning and the standards of performance required. (3)
- Visit a motel, hotel, hospital, office building, or restaurant to observe the numbers of persons employed in cleaning jobs, the responsibilities involved, and the equipment provided to workers. (3)
- Interview a home cleaner. Discuss the skills required in serving homemakers' needs such as cleaning various surfaces; caring for linens, china, and silver; and laundering. (3)
- FHA Experience: Assemble a Help Wanted bulletin board of classified newspaper advertisements to illustrate the current demand for household services. (3)

Suggested Measurement of Student Progress:

- At present there is a shortage of workers in several household services. Choose one such service, identify it as to general type, and state reasons for the demand that exists. (1,2,3)

Related Module Titles:

The Interior Decorator
Effective On-the-Job Relationships

HOUSING, FURNISHINGS, AND EQUIPMENT

CAREER
Level IV: 4 hours

Module: THE INTERIOR DECORATOR

Learning Outcome:

Explore the variety of job opportunities available in the housing, furnishings, and equipment fields.

Behavioral Outcomes:

1. Describes the work of an interior decorator.
2. Identifies training and personal qualities necessary for a career in interior decorating.
3. Lists job opportunities available in interior design.

Suggested Learning Experiences:

- Invite an interior decorator or instructor of interior design to describe the work of an interior decorator. This could include advising, planning, supervising, drawing, designing, selecting furnishings, and managing a business. Tape record the presentation. (1)
- View a filmstrip which focuses on interior designers employed in a variety of job situations as a means of exploring the scope of positions available. (1,3)
- Compile a list of college courses and on-the-job training experiences required to prepare for a career in interior decorating. Discuss the value of certain high school art, business, and home economics courses as basic preparation for this kind of career. (2)
- Examine brochures of community colleges, four-year colleges, and institutions specializing in interior design for information on the academic preparation required for various careers in that field. (2)
- Listen to portions of a tape-recorded talk by a professional in interior design. Note references to personal qualities considered essential for a career in interior decorating. (2)
- Discuss reasons why an understanding of personality and human behavior, salesmanship, merchandising, business principles, and communication skills, as well as artistic ability are important for an interior decorator. (2)
- Compile a class list of stores, shops, magazines, and individuals which employ persons trained in interior design. (3)
- FHA Experience: In the yellow pages of the telephone book examine listings of interior decorators who operate their own shops. If possible, visit a shop to observe window and interior displays. Talk with manager about job opportunities in this area. (1,2,3)

Suggested Measurement of Student Progress:

- List four aspects of the work of an interior decorator. For each, specify a personal qualification necessary for performing that aspect. (1,2)
- Discuss briefly the scope of job opportunities available to a person trained in interior design. (3)

Related Module Titles:

Job Opportunities in Household Services
Effective On-the-Job Relationships

HOUSING, FURNISHINGS, AND EQUIPMENT

HEALTH and SAFETY
Level IV: 4 hours

Module: EVALUATING HOUSE CONSTRUCTION

Learning Outcome:

Evaluate how materials and construction influence the safety, upkeep, and durability of a home.

Behavioral Outcomes:

1. Lists factors which influence the safety of a house.
2. Identifies construction features and materials which provide home safety.
3. Lists safety features to consider in evaluating new or old houses.

Suggested Learning Experiences:

- Study newspaper accounts of family tragedies that have resulted from unsafe housing. Use these accounts to help determine safety features to look for in a house. (1)
- Prepare a class list of factors which influence the safety of a house. Include drainage, water supply, method of sewage disposal, methods used in house construction, type and quality of building materials used, type and location of windows and doors, condition of electrical wiring, type of heating system and condition of equipment, and floor plan. (1)
- Invite a housing contractor to discuss building codes which establish rules to insure the health and safety of occupants of newly constructed houses. (2)
- Study safety regulations and codes developed by Underwriters Laboratories. Invite to class or interview a wiring inspector employed by the organization to discuss wiring specifications and standards. (2)
- Work in groups to obtain information on assigned topics related to home safety such as (a) safety and durability of roofing and exterior finish materials, (b) regulations on installation and switch controls of bathroom light fixtures, (c) safety aspects of garage location and construction, (d) installation of major appliances, and (e) home lighting. (2)
- Visit a house under construction to observe construction details and use of materials which will protect the safety of occupants. (2)
- Make a checklist of features for evaluating the safety of a new or old house. (3)
- FHA Experience: Survey your home for safe construction features. Make a plan with family to remedy any unsafe conditions. (3)

Suggested Measurement of Student Progress:

- List five safety features of a house. Identify those features that are required in a new house. Would you consider living in a house which was lacking one or more safety features? Give reasons for your answer. (1,2,3)

Related Module Titles:

Influences of Housing on Children and Youth
Problems Related to Inadequate Housing

HOUSING, FURNISHINGS, AND EQUIPMENT — HEALTH and SAFETY
Level IV: 3 hours

Module: CHOOSING HOUSING FOR DURABILITY AND FUNCTION

Learning Outcome:

Evaluate how materials and construction influence the safety, upkeep, and durability of a home.

Behavioral Outcomes:

1. Assesses the effect of construction methods and materials of a house on durability and functional adequacy.
2. Relates local environmental conditions to the durability of houses and identifies resources needed to conteract adverse effects of the environment.

Suggested Learning Experiences:

- View pictures of a house and estimate its age. Determine the actual age and discuss construction and materials which affect its longevity. (1)
- Investigate and discuss the effect of local weather conditions on houses. List other environmental factors in the area which affect durability of housing materials including air pollution, automobile traffic, and soil type. (2)
- Examine siding, electrical wiring, roofing, and plumbing materials in local houses. Assess their functionalism and the relative durability of each. (1)
- Invite an architect or contractor to describe construction methods and materials, or to conduct a tour of housing sites. Question him or her on how basement walls are waterproofed, the merits of various insulation materials, and the windproofing of window frames. Compile data for later reference. (1)
- Invite a local housing inspector to describe types and extent of inspection services available for property assessment. (1,2)
- Develop a checklist related to environment, housing materials, construction methods and finishes, and functional adequacy for use in evaluating homes for rent or purchase. (1,2)
- FHA Experience: Survey families in recently built homes to determine their satisfactions and dissatisfactions with the homes. Share the information. (1,2)

Suggested Measurement of Student Progress:

- Describe local environmental conditions which affect the durability of houses and state what, if anything, can be done to minimize bad effects. (2)
- Organize data and materials for use in assessing houses. (1,2)
- Take a quiz on construction methods and materials and their relative merits. (1)
- Evaluate an empty house by using the class-developed checklist, or use another good checklist. (1,2)

Related Module Titles:

Evaluating House Construction

HOUSING, FURNISHINGS, AND EQUIPMENT

HEALTH and SAFETY
Level IV: 3 hours

Module: PROBLEMS RELATED TO INADEQUATE HOUSING

Learning Outcome:

Understand how the physical characteristics of the house and its environment affect the growth and development of children and youth.

Behavioral Outcomes:

1. Cites housing conditions which contribute to individual, family, and social problems.
2. Identifies problems of children and youth associated with inadequate housing.

Suggested Learning Experiences:

- Read about or observe conditions that exist in substandard housing in both rural and urban areas. (1)
- Discuss the possible effects of conditions such as overcrowding in a dwelling, lack of outdoor living space, lack of needed facilities, and uncomfortable indoor temperatures on the health of family members. (1)
- Invite a social worker to describe his or her observations of substandard housing conditions and their effects on: family relationships, child behavior, living standards, and self-respect of family members. (1)
- View a film which reveals the effects of inadequate housing on human behavior. Discuss the interrelationship that exists between inferior housing conditions and human problems such as neglect and abuse of children, youth and adult crimes, and the negative attitudes of young people. (2)
- Analyze a case history of a neglected child. Discuss the possible influence of housing conditions on the child's outlook on life. (2)
- FHA Experience: Investigate the purposes of the Head Start program. Identify factors influencing the selection of children for the program. Discuss the ways this program may have balanced poor environments. Report to the class on this study by use of a panel. (1,2)

Suggested Measurement of Student Progress:

- State specific conditions of inadequate housing which may contribute to the educational and cultural deprivation of children and youth. (1)
- Write a brief discussion of a problem a teenager might experience as a result of inadequate housing. (2)

Related Module Titles:

Influences of Housing on Children and Youth
Evaluating House Construction
Choosing Housing for Durability and Function

HOUSING, FURNISHINGS, AND EQUIPMENT — HEALTH and SAFETY
Level IV: 4 hours

Module: INFLUENCES OF HOUSING ON CHILDREN AND YOUTH

Learning Outcome:

Understand how the physical characteristics of the house and its environment affect the growth and development of children and youth.

Behavioral Outcomes:

1. Cites physical characteristics of housing which affect the growth and development of children and youth.
2. Identifies aspects of growth and development which are influenced by housing and home living conditions.

Suggested Learning Experiences:

- Study a chalkboard list of key words such as (1) well constructed, (2) convenient, (3) spacious, and (4) well maintained. List specific ways these qualities can be identified in the physical characteristics of a house and its environment. (1)
- Compile a similar list of key words which suggest qualities of inferior, neglected, or inadequate housing and list observable evidences of these qualities. (1)
- Use the two lists of housing characteristics to compare their possible effects on the physical growth and intellectual, emotional, and social development of a preschooler and a high school senior. (1)
- Collect magazine pictures which illustrate the influence of housing and home living conditions on specific aspects of child and adolescent development such as health status, interpersonal relationships, and self-respect. (2)
- View a film which depicts contrasts in physical characteristics of houses and home living conditions. Place yourself in the role of occupant of each house shown in the film and share your immediate reactions. (2)
- FHA Experience: Participate in a discussion relating to the unrealistic image of houses and home living conditions generally depicted in TV programs. Consider the effects such an image has on children and youth. (1,2)

Suggested Measurement of Student Progress:

- Analyze the case of a 14-year-old who lives in a declining neighborhood where housing has been seriously neglected. Make specific reference to physical characteristics one might expect to observe in houses of the neighborhood. Discuss specific aspects of this teenager's growth and development which may have been influenced by his or her housing and home environment. (1,2)

Related Module Titles:

Problems Related to Inadequate Housing
Evaluating House Construction
Choosing Housing for Durability and Function

HOUSING, FURNISHINGS, AND EQUIPMENT

RELATIONSHIPS
Level IV: 4 hours

Module: CULTURAL INFLUENCES ON HOUSING

Learning Outcome:

Understand factors that lead to variations in housing in different cultures.

Behavioral Outcomes:

1. Cites reasons for cross-cultural and cross-century influences on American housing.
2. Identifies housing characteristics derived from our culture and cultures of other countries.

Suggested Learning Experiences:

- Discuss the psychological need for continuity in our lives. Consider the importance of personal ties with the past as it relates to the needs of ethnic groups within our own culture. (1)
- Invite an antique dealer to speak on the increasing interest among young people in buying authentic antiques or a local realtor to discuss reasons old houses are popular among today's home buyers. (1)
- Talk with an interior designer or a home furnishings salesperson about the popularity of early American furnishings and those adapted from other cultures or countries. (1)
- Check your own home for objects that reveal the family's cultural heritage or have become traditional in your family. (2)
- View transparencies of English or European architectural styles. Identify characteristics or adaptations American houses have derived from these styles. (2)
- Share pictures, observations made while traveling, or family examples of unique ways of expressing ethnic backgrounds or traditions. Examples include: Indian corn door decorations, Pennsylvania Dutch hex signs, and Canadian home flower gardens. (2)
- FHA Experience: Assemble a bulletin board picture collection of various adaptations of houses from other cultures and countries. (2)

Suggested Measurement of Student Progress:

- Discuss the implications of the statement by Winston Churchill, "We shape our buildings and then they shape us." (1,2)

Related Module Titles:

Housing Around the World
Color Communicates

HOUSING, FURNISHINGS, AND EQUIPMENT

RELATIONSHIPS
Level IV: 4 hours

Module: HOUSING AROUND THE WORLD

Learning Outcome:

Recognize ways housing in other countries varies from that in this country.

Behavioral Outcomes:

1. Identifies factors influencing housing in various cultures.
2. Describes aspects of housing which vary among cultures.

Suggested Learning Experiences:

- Discuss factors which influence housing in the United States, giving attention to conditions such as population density and varying economic levels which tend to dictate housing choices. Compile ideas into a list for reference later. (1)
- Contrast climates and weather characteristics of our two newest states. Discuss ways the wide variation in U.S. climate and terrain influences types of housing in this country. (1)
- View bulletin board pictures of houses considered "typically American." State reasons for differences such as size, style, and construction materials. Discuss similarities in convenience and equipment features. (2)
- Identify a country of interest on a classroom globe and note its location, in either the northern hemisphere, temperate zone, or tropical zone. Use library resources to investigate factors which influence types and characteristics of housing in that country. (1,2)
- Present reports to the class on the nature of housing in the country studied. Use a class-compiled list of factors influencing housing in the U.S. to identify similarities. Make additions to the list as other factors are cited in reports. (1,2)
- Invite persons who have visited other countries to speak on various aspects of housing in those countries and to discuss factors influencing types of housing, illustrating with slides or photographs. (1,2)
- Invite a foreign student to contrast his or her impressions of housing in America with his or her preconceived image and housing in his or her country. (2)
- FHA Experience: Talk informally with community members of foreign origin about housing in their native countries. (1,2)

Suggested Measurement of Student Progress:

- View transparencies of houses of various countries. Identify a distinguishing characteristic of each and state a factor which may have influenced its style or method of construction. (1,2)

Related Module Titles:

Cultural Influences on Housing
Color Communicates

Module: COLOR COMMUNICATES

Learning Outcome:

Consider effects of color, space, design, decorative patterns and objects, and furniture placement on atmosphere of home.

Behavioral Outcomes:

1. Identifies his or her psychological reactions to color and possible bases for these reactions.
2. Identifies the properties of color and their effects on various aspects of a room.
3. Cites avenues for self-expression through use of color in the home.

Suggested Learning Experiences:

- Note spontaneous reactions to colors shown on flash cards. Discuss similarities and differences in student reactions. (1)
- Examine association and symbolism as possible bases for psychological reactions to colors. Describe feelings suggested by: reference to specific colors in titles and lyrics of songs and in common expressions, and the use of particular colors in special situations. (1)
- Look at a second set of flash cards illustrating variations in value and intensity of one color. Record words used in identifying the effects of these variations such as bright, loud, dull, depressing, warm, cool, restful, and delicate. (2)
- Examine three series of construction paper mountings on a bulletin board: (a) primary and secondary colors and black and white; (b) tints and shades of one color; and (c) varying intensities of one color. In each series, study the apparent differences in size of the paper samples even though all are the same size. Show how adjacent colors influence each other. (2)
- Study selected pictures of rooms in which color is used to express masculinity or femininity, formality or informality, and simplicity or complexity. State generalizations about use of color to express different room atmospheres. (2)
- Conduct a five-minute magazine search for picture examples of the use of color to emphasize or disguise physical characteristics of a room or to increase or decrease apparent size of a room. (2)
- Tour a home in your community to observe ways color has been used to express the personality and individuality of family members. (3)
- Suggest ways changes in background colors, colors of furnishings, or addition of simple colorful items might produce a more pleasing atmosphere in your immediate environment. Use the home economics department as a base for making specific suggestions. (3)
- FHA Experience: Prepare a showcase display entitled, "Color Communicates." Assemble items such as a bride doll, colorful wall hangings or pillows, and common items unique in their color. (3)

Suggested Measurement of Student Progress:

- From a collection of pictures select one room that appeals to you because of its color(s) and tell why it appeals to you. (1)
- Identify the main hue(s) used in decorating the room. Explain how value and intensity of color have been used to create an atmosphere in the room. (2)
- Point out a feature of the room which exemplifies self-expression through color. (3)

Related Module Titles:

Housing Around the World
Cultural Influences on Housing

SAMPLE MODULES FOR LEVEL V

SCOPE OF LEARNINGS CHART

Housing, Furnishings and Equipment, Level V

(Learning Outcomes for the Occupation of Homemaking)

MANAGEMENT	BUYMANSHIP	LEISURE
• Be aware of sources of information about available housing.	• Know advantages and disadvantages of cash and various kinds of credit buying for housing, furnishings and equipment.	• Use decorations to enhance the home considering tastes and values of each family member.
• Know types of expenses related to housing.	• Compare rates, liabilities, amortization schedule, and payoff privileges from several credit-backing institutions.	• Formulate a plan for developing leisure time activities in the home.
• Realize the need for a plan to finance housing.	• Weigh all angles when comparing type of housing and when buying versus renting a house.	• Utilize yard, attic, and other seldom used areas of the home for pursuing leisure time activities.
• Have skill in decision making as it relates to selection of housing.	• Investigate remodeling possibilities and costs with buying a house to obtain comparable space and quality.	• Identify types of landscaping appropriate to different housing designs and leisure activities.
• Recognize basic construction features of houses.	• Make defensible judgments in purchase of equipment and furnishings.	
• Know simple home maintenance techniques.	• Integrate the many costs related to housing into a workable financial plan for families of varying circumstances and values.	
• Recognize basic architectural styles of homes, with pros and cons of each.	• Know guidelines for the selection and purchase of kitchen equipment and furnishings.	
• Be aware of available community resources that can help in care of the kitchen equipment and furnishings.		
• Explore a variety of contemporary alternatives for meeting housing needs.		

CAREER	HEALTH and SAFETY	RELATIONSHIPS
• Demonstrate qualities which contribute to employability and job success. • Be aware of labor laws related to employment practices. • Identify agencies and avenues for seeking employment or training for employment in a preferred job related to housing or furnishings. • Know steps and procedures in applying for a job in the fields of housing or furnishings.	• Identify agencies that are involved in home safety regulations. • Consider space and house environment features in relation to physical and mental health. • Identify features for safety and seek safe furnishings and equipment. • Recognize housing conditions that present potential safety hazards and agencies that contribute to correction of these. • Seek and identify ways to alter existing houses to promote health and safety.	• Recognize ways home environment affects physical, social, and emotional well being of family members. • Understand ways the home and community resources contribute to or deter normal growth and development of children and youth. • Consider decisions family must make about housing and furnishings and their effects on relationships. • Recognize the influences of the community and peripheral environments on housing possibilities. • Experiment with different uses of space, arrangement, color, texture and design to achieve functionalism and pleasure within economic means for family members.

HOUSING, FURNISHINGS, AND EQUIPMENT

MANAGEMENT
Level V: 4 hours

Module: TODAY'S HOUSING DECISIONS

Learning Outcome:

Explore a variety of contemporary alternatives for meeting housing needs.

Behavioral Outcomes:

1. Identifies societal changes affecting housing choices of individuals.
2. Cites prevailing economic conditions affecting housing decisions of individuals and families.
3. Examines contemporary alternatives for meeting the housing needs of individuals and families.

Suggested Learning Experiences:

- Find, read, and bring to class articles from current magazines and newspapers which indicate societal changes that caused people to change to different types of housing. (1,2)
- Discuss ways in which changing life styles have affected the housing choices of individuals and the availability of housing. (1)
- Invite single persons of various ages and situations to discuss their housing choices. (1)
- Discuss the effects of current economics conditions on the number of new housing units being constructed and the availability and cost of existing houses. (2)
- Explore and report on the availability and costs of house rentals, apartment rentals, mobile homes, modular homes, cooperatives, and condominiums to ascertain contemporary alternatives for meeting housing needs. (3)
- Invite a panel to discuss current economic conditions and current housing problems. These could include: an owner of a mortgaged home, an apartment renter, a mobile home owner, and a condominium dweller. (3)
- FHA Experience: Examine area newspaper articles and advertisements on types of housing available to individuals and families in the immediate area. Share these findings with chapter members at a meeting and use the Impact process to solve problems. (2,3)

Suggested Measurement of Student Progress:

- Identify two groups of individuals whose housing choices have been affected by changes in life style and specify what the changes were. (1)
- Write a paragraph on the effect of current economic conditions on the housing decisions of various individuals and families. (2)
- Analyze a case study of a married couple who realize their plan for building a house is not economically feasible. Suggest an alternative and defend your choice. (3)

Related Module Titles:

Housing Costs
To Buy or Rent

HOUSING, FURNISHINGS, AND EQUIPMENT

MANAGEMENT
Level V: 4 hours

Module: HOUSING COSTS

Learning Outcome:

Know types of expenses related to housing.

Behavioral Outcomes:

1. Identifies types of expenses related to housing, including insurance.
2. Investigates types and estimates costs of various home mortgage loans.
3. Defines terms related to housing costs and financing.

Suggested Learning Experiences:

- Read about housing costs and home financing. (1)
- Compare notes on expenses relating to housing. Categorize these expenses according to the following types: (a) house payment or rent, (b) household operation costs, (c) costs of furnishings and equipment, (d) costs of maintenance, protection, repairs, and remodeling, and (e) auxiliary costs. (1)
- Discuss types and availability of mortgage loans for building, purchasing, or making improvements on a home; analyze each. (2)
- Identify factors which comprise determine the size of monthly payments on mortgage loans. (2)
- Study charts that reveal the costs of various mortgage loans. Note the effects of size of down payment, interest rate, length of repayment period, insurance, and taxes on total loan costs. (2)
- Invite a local realtor or lawyer to discuss closing costs for which the home buyer is responsible at the time ownership is transferred. (2)
- Compile a glossary of terms relating to housing costs and home financing. (3)
- FHA Experience: Share class findings about housing costs with adults at an FHA parent night, an open house, or a P.T.A. meeting. Identify community concerns and take some action on them. (1)

Suggested Measurement of Student Progress:

- List types of expenses involved in owning or renting a home. (1)
- State reasons a couple might choose to make as large a down payment as possible in arranging for a home mortgage loan. What risks might be involved in this decision? (2)
- Match definitions and terms relating to housing costs and home financing. (3)

Related Module Titles:

Today's Housing Decisions
To Buy or Rent

HOUSING, FURNISHINGS, AND EQUIPMENT

MANAGEMENT
Level V: 4 hours

Module: TO BUY OR RENT

Learning Outcome:

Have skill in decision making as it relates to selection of housing.

Behavioral Outcomes:

1. Cites trends affecting current housing decisions.
2. Weighs economic and social advantages of renting and buying.
3. Identifies factors affecting decisions to buy or rent.

Suggested Learning Experiences:

- Discuss factors which are affecting housing decisions of families. Consider such things as location of schools, shopping facilities, transportation, declining property values, restoration of formerly blighted areas, mass production of house sections, new types of housing for both separate and multifamily dwellings, open housing, and the increasing costs of: land, house construction, mortgage loans, and remodeling, personal values and economic outlook. (1)
- Discuss expenses of renting and buying that are similar. (2)
- Work in groups of "renters" and "buyers" to consider the economic and social advantages of renting and buying. Compile lists of these advantages. (2)
- Study charts based on annual income and probable current expenses to estimate the amount various individuals or families can afford to spend on housing. Compare annual rent with 10 percent of the purchase price of a house as a guide for determining buying potential. (2)
- Discuss types of information prospective buyers and renters should get before making a decision on buying or renting a dwelling. (3)
- Develop a questionnaire relating to reasons for renting or buying a dwelling. Use the questionnaire to interview relatives and acquaintances about their housing choices. Protect the identity of the people interviewed when compiling findings of class. (3)
- FHA Experience: Invite a realtor and a lawyer to speak on the role of an agent in assisting prospective clients in making housing decisions. (1,2,3)

Suggested Measurement of Student Progress:

- Submit a newspaper or magazine article which relates to housing trends and identify types of individuals or families it will likely affect. (1)
- State reasons why many retired people living on fixed incomes are selling their houses and renting apartments. (2)
- Write a paragraph on how social, personal, and property values influence a family's decision to buy or rent. (3)

Related Module Titles:

Today's Housing Decisions
Housing Costs

HOUSING, FURNISHINGS, AND EQUIPMENT

BUYMANSHIP
Level V: 5 hours

Module: SELECTION OF SMALL ELECTRICAL APPLIANCES

Learning Outcome:

Know guidelines for the selection and purchase of kitchen equipment and furnishings.

Behavioral Outcomes:

1. Lists factors to consider before buying a small electrical appliance.
2. Lists sources of information for making quality and price comparisons.
3. Cites considerations in evaluating quality of these items.
4. Lists sources for buying small electrical appliances for the kitchen.

Suggested Learning Experiences:

- Submit appropriate questions a homemaker should ask before deciding to buy electrical appliance for a kitchen. These questions relate to: frequency of use, possible duplication of tasks performed by another appliance, available work and storage space, energy saved, and cost. (1)
- Discuss a procedure for developing an overall plan for buying kitchen equipment. (1)
- Study information from TV commercials, newspaper advertisements, catalog descriptions, and consumer magazines to compare quality and price of small electrical kitchen appliances. (2)
- Invite a cooperative extension agent or home economist in business to speak on the selection of and sources for small electrical appliances. (2,3,4)
- Work in groups to evaluate construction, convenience, and ease of care of department-owned appliances or items borrowed from a local store. In reports to class, include information found in warranties and instruction manuals. (2,3)
- Examine information on appliance nameplates in the light of pertinent publications of the national electrical code and Underwriters Laboratories. (3)
- FHA Experience: Conduct a survey of families to determine how often they use small appliances and which ones. Have them list the appliances in decreasing order of use. (1,3)

Suggested Measurement of Student Progress:

- Suppose that you are considering the purchase of an electric slicing knife as a gift to your parents.
  a) What questions might you ask yourself before deciding to purchase the knife? (1)
  b) List possible places where you might shop for the knife. (4)
- Evaluate group reports on individual appliances in respect to the quality of the group presentations and consideration of the criteria assigned. (2,3)

Related Module Titles:

Pros and Cons of Credit Buying

HOUSING, FURNISHINGS, AND EQUIPMENT

BUYMANSHIP
Level V: 4 hours

Module: PROS AND CONS OF CREDIT BUYING

Learning Outcome:

Know advantages and disadvantages of cash and various kinds of credit buying for housing, furnishings, and equipment.

Behavioral Outcomes:

1. Cites types and sources of credit.
2. Lists factors to consider in selecting a credit source.
3. Identifies positive and negative aspects of credit buying.

Suggested Learning Experiences:

- View a film strip on use of credit to pay for goods and services. Discuss current buying trends and reasons why credit buying is on the increase. (1,2,3)
- Discuss various forms of retail credit and their sources. Include credit given by retail establishments and credit card plans sponsored by banks. (1)
- Invite a banker to speak on major differences among cash loans and bank-sponsored credit plans. (1)
- Invite a member of the local consumer association or Better Business Bureau to discuss factors to consider in selecting a credit source and government regulations about credit contracts. (2,3)
- Discuss positive and negative aspects of credit buying. Compile a list of guidelines for recommended use of consumer credit. (3)
- FHA Experience: Invite a qualified employee of the credit department of a department store to discuss its policies on credit for teenagers. (1,3)

Suggested Measurement of Student Progress:

- Name the two main types of credit and give possible sources of each. (1)
- Write a paragraph on reasons people should shop for credit. (2)
- Support the statement: Credit cards are risky in the hands of shoppers who have little sales resistance. (3)

Related Module Titles:

Buying Guidelines for Rugs and Carpets
Selection of Small Electrical Appliances

HOUSING, FURNISHINGS, AND EQUIPMENT

BUYMANSHIP
Level V: 4 hours

Module: BUYING GUIDELINES FOR RUGS AND CARPETS

Learning Outcome:

Make defensible judgments in purchase of equipment and furnishings.

Behavioral Outcomes:

1. Identifies available types of soft floor coverings.
2. Lists guidelines for buying rugs and carpets.

Suggested Learning Experiences:

- Look over magazine pictures or slides illustrating use of small rugs, large rugs, and wall-to-wall carpet in various rooms. Discuss the effects of each. (1)
- Study a chart of fibers used in the construction of rugs and carpets. Compare differences in wearability, crush resistance, soil resistance, cleanability, and price range. (2)
- Use samples of carpeting made from each of the major fibers for experiments in stain removal. (2)
- See a demonstration in which small samples of carpeting made from the major fibers are tested for flammability. (2)
- Carry out a mock purchase of a floor covering for the living area of the home economics department. Follow a list of guidelines for making decisions before and during a visit to a local home furnishings or department store. (2)
- FHA Experience: Obtain doormat-size samples of carpeting made from different fibers. Tape them down in a high traffic area of the home economics department and observe their wearing qualities. (2)

Suggested Measurement of Student Progress:

- A young couple with two small children have recently bought a nylon rug for the living room of their new apartment.
  a) State two factors in the couple's choice you would need to know before deciding whether they had made a wise selection. (2)
  (b) Evaluate their choice of fiber. (1,2)

Related Module Titles:

Pros and Cons of Credit Buying

HOUSING, FURNISHINGS, AND EQUIPMENT

LEISURE
Level V: 4 hours

Module: SPACE FOR USE AND ENJOYMENT

Learning Outcome:

Utilize yard, attic, and other-seldom used areas of the home for pursuing leisure-time activities.

Behavioral Outcomes:

1. Identifies the need for space for various home-based leisure-time activities.
2. Identifies ways of using yard space for leisure-time activities.
3. Cites possibilities that seldom-used areas hold for leisure-time activities.

Suggested Learning Experiences:

- Discuss the different kinds of space required for various indoor and outdoor leisure-time activities including space for storing equipment. (1)
- Study a house floor plan and yard space around it and an accompanying list of leisure-time activities. Locate areas in which certain of the activities might be pursued. Discuss reasons why some other activities could not be accommodated. (1)
- Estimate minimum yard space requirements for a family's outdoor activities which include children's play, badminton, and picnics. Use the estimate to draw to scale a plan for use of the yard. Keep in mind the family's activities and the equipment they require. (1,2)
- View pictures which show creative use of areas of a house which previously served little purpose. Example: a photo-finishing center in a basement corner. (3)
- Collect pictures of creative ways of using unused space for convenient storage of equipment needed for leisure-time activities. (3)
- FHA Experience: Evaluate use of space within the home economics department. If unused space permits, set up a reading corner in a small area where publications such as Teen Times and Co-ed are catalogued and available for student use. (1,3)

Suggested Measurement of Student Progress:

- The desire for outdoor living areas is reflected in the design of new apartment buildings. Discuss the possibilities for leisure-time activities an apartment balcony offers the tenant. (1,2,3)

Related Module Titles:

HOUSING, FURNISHINGS, AND EQUIPMENT

LEISURE
Level V: 8 hours

Module: CREATIVE HOME DECORATING

Learning Outcome:

Use decorations to enhance the home, considering tastes and values of each family member.

Behavioral Outcomes:

1. Cites the personalizing effects of creative home decorating.
2. Lists ways of expressing individual interests and taste through home decoration.
3. Expresses individuality in creating decorative items for the home.

Suggested Learning Experiences:

- View a set of transparencies in which simple changes in room decoration produce varying overall effects. (1)
- Study pictures which illustrate the use of decorations to personalize a room. Identify possible interests, tastes, and values of the person(s) using each room. (1,2)
- Conduct a 15-minute magazine search, recording creative ideas for decorating living areas such as halls and bathrooms where decoration is often neglected. (1,2)
- Experiment with picture groupings by arranging paper shapes on a wall or screen surface. (2)
- Observe a demonstration of macrame. Discuss the variety of macrame items that can be created for home decoration. (2)
- View a display of various types of wall hangings such as macrame, burlap, collage, and picture mountings. (3)
- Collect materials for and create a decorative item to express your individuality. (2,3)
- FHA Experience: Make macrame plant holders to sell at an FHA boutique as a fund-raising project. (3)

Suggested Measurement of Student Progress:

- Write your reasons for choosing the particular item you created in class. Tell how it reveals something about you. (1,2)
- Evaluate student projects in respect to quality and uniqueness. (3)

Related Module Titles:

Dried Floral Arrangements

HOUSING, FURNISHINGS, AND EQUIPMENT

LEISURE
Level V: 5 hours

Module: DRIED FLORAL ARRANGEMENTS

Learning Outcome:

Use decorations to enhance the home considering tastes and values of each family member.

Behavioral Outcomes:

1. Utilizes art principles in relation to flower arranging.
2. Identifies different methods for preserving flowers and weeds.
3. Classifies locally available flowers, foliage, weeds, and seed pods used in floral arrangements.
4. Selects flowers, weeds, and foliage and dries them by appropriate methods.
5. Develops techniques for making permanent floral arrangements.

Suggested Learning Experiences:

- Take notes from references on directions for drying flowers by: natural method, sand drying, borax drying, glycerine, pressing. (2)
- Divide into groups and collect weeds and flowers from woods and garden, identify them, and then apply one or more forms of drying techniques to them. (3,4)
- Visit a local dried-flower shop and sketch some arrangements. (1,5)
- List definitions for elements of design (line, form, color, and texture). (1)
- List definitions for the design principles of balance, dominance, contrast, rhythm, proportion, and scale. (1)
- Relate the principles of design to the elements by experimenting with arrangements of dried plant products.
- FHA Experience: Compile directions for various ways to dry and arrange flowers. Suggest to chapter that these be made and sold to publicize FHA and home economics education, and to make money for chapter expenses. (1,2,3,5)

Suggested Measurement of Student Progress:

- Explain plan for and purpose of the floral arrangement you made, identify the techniques used, and state how the arrangement meets the standards of good design. (1,5)
- Identify appropriate methods of drying each type of flower, weed, seed pod and foliage dried in class or used in the arrangements. (2,3,4)

Related Module Titles:

Creative Home Decorating
Exploring Possibilities for Leisure
Principles of Design in Home Decoration
Flower Arrangement
Accessories in Decorating

HOUSING, FURNISHINGS, AND EQUIPMENT

CAREER
Level V: 3 hours

Module: EMPLOYABILITY AND JOB SUCCESS

Learning Outcome:

Demonstrate qualities which contribute to employability and job success.

Behavioral Outcomes:

1. Identifies one's own personal qualifications for employment.
2. Demonstrates an awareness of one's own personal attributes which contribute to employability.

Suggested Learning Experiences:

- Discuss the importance of self-analysis as the first step in establishing career objectives. (1)
- Compile a class list of factors to consider when assessing one's qualifications for employment and job success. Include personal characteristics, career aspirations, and competence in manual, mental, and social skills. (1)
- Respond to a questionnaire on attitudes and interests as a means of identifying one's views about work, personal values, and job interests. (2)
- Develop a class checklist for student use in identifying personal attributes which contribute to employability. Include the following categories: (a) physical and mental health, (b) physical and mental capabilities, (c) personal appearance, (d) emotional stability, (e) communication skills, and (f) personality traits. (1,2)
- FHA Experience: Collect classified advertisements from newspapers and magazines which specify qualifications for employment in particular jobs. (1)

Suggested Measurement of Student Progress:

- Use completed checklist as basis for analyzing personal assets and liabilities which affect employability. Identify areas or traits of particular strength. Submit a plan for changing a liability to an asset. (1,2)

Related Module Titles:

Seeking Employment Training for Housing-related Jobs
Applying for A Job

HOUSING, FURNISHINGS, AND EQUIPMENT

CAREER
Level V: 3 hours

Module: SEEKING EMPLOYMENT TRAINING FOR HOUSING-RELATED JOBS

Learning Outcome:

Identify agencies and avenues for seeking employment or training for employment in a preferred job related to housing or furnishings.

Behavioral Outcomes:

1. Identifies training required for various housing-related jobs.
2. Investigates avenues for training for a specific housing-related job.

Suggested Learning Experiences:

- Invite a high school guidance counselor to discuss differences in training required for various occupations. (1)
- View a filmstrip on careers in housing. Note differences in the type and extent of training required for various jobs in housing and furnishings. (1)
- Study a listing of housing-related occupations. Identify the training each requires for one entry-level job, one semiprofessional or skilled job, and one professional or managerial job. (1)
- Study books, brochures, and catalogs from libraries, community colleges, and four-year colleges to investigate possibilities for training for specific housing-related jobs at the semiprofessional and professional levels. (2)
- Select a housing-related job of particular personal interest. Determine the training required for employment in the job. Locate the following information: level of training, what the training consists of, where training is available, cost, and experience needed for employment. (2)
- FHA Experience: Prepare a list of questions related to employment training for use in interviewing a person successfully employed in a job of your choice. (1,2)

Suggested Measurement of Student Progress:

- Submit a written report of research on training for employment in a preferred job or profession related to housing or furnishings. (1,2)

Related Module Titles:

Employability and Job Success
Applying for a Job

HOUSING, FURNISHINGS, AND EQUIPMENT

CAREER
Level V: 4 hours

Module: APPLYING FOR A JOB

Learning Outcome:

Know steps and procedures in applying for a job in the fields of housing or furnishings.

Behavioral Outcomes:

1. Lists steps and procedures in applying for a job related to housing or house furnishings.
2. Demonstrates knowledge of the format and content of letters of application and personal resumes.
3. Describes preparation for and demonstrates ways of participating effectively in a job interview.

Suggested Learning Experience:

- Invite the high school principal, a local employer, or the personnel manager of a local business to discuss steps and procedures in applying for a job. (1)
- Examine sample copies of application forms obtained from employers in the area. Identify types of information requested and discuss possible reasons why that information may be important to an employer. (1)
- Invite a high school business teacher to discuss the purposes of letters of inquiry, letters of application, and personal resumes. (2)
- Examine sample letters of application and personal resumes of different styles available in business textbooks. (2)
- Write a letter of application and a personal resume for answering a newspaper advertisement for a job as salesperson in the home furnishings department or the TV department of a store in the area. (2)
- Discuss personal qualities and habits which would help one give a favorable impression in a personal interview. (3)
- Prepare a class list of questions likely to be asked by someone interviewing an applicant for the home furnishings or TV department sales job. (3)
- Volunteer to role play an interview with a prospective employer. (3)
- FHA Experience: Compile a reference folder of sample letters of inquiry, letters of application, and personal resumes from current class to be used in future classes. (1,2)

Suggested Measurement of Student Progress:

- List in appropriate order the steps and procedures one should follow in applying for a job. Include suggestions for preparing for an interview. (1,3)
- Submit a letter of application and personal resume for evaluation. (2)

Related Module Titles:

Employability and Job Success
Seeking Employment Training for Housing-related Jobs

HOUSING, FURNISHINGS, AND EQUIPMENT

HEALTH and SAFETY
Level V: 4 hours

Module: HOME SAFETY

Learning Outcome:

Recognize housing conditions that present potential safety hazards and agencies that contribute to correction of these.

Behavioral Outcomes:

1. Identifies conditions in house interiors which present potential safety hazards.
2. Cites precautions related to home safety.

Suggested Learning Experiences:

- Identify types of potential hazards in interiors of conventional houses of various styles. Examples could include the following: unwise use and storage of flammable and poisonous materials, faulty wiring, poorly installed appliances, inadequate lighting, absence of safety locks, and deteriorating house structure. (1)
- Investigate potential hazards in multifamily dwellings, high rise apartment buildings, and mobile homes. (1)
- Participate in buzz groups to discuss potential hazards in the kitchens, bathrooms, bedrooms, living and dining areas, laundry areas, closets, attics, storage areas, and garage and basement areas of conventional dwellings. (1,2)
- Compile lists of precautions that could be taken to eliminate each type of hazard or to prevent an accident relating to it. (2)
- Study the Mr. Yuk poison primer for information on poisonous home products, guidelines for storing poisons, and procedures for preventing accidental poisoning. (2)
- Recommend safety precautions for home celebrations of holidays and special events. Discuss likely causes of home fires and accidents various holiday customs present. Consider ways of keeping parties for Christmas, Hanukah, New Year's, Fourth of July, and children's birthdays safe. (2)
- Invite a representative of the local fire department or emergency unit to discuss causes of home accidents and fires to which their units respond, and to suggest precautions relating to home safety. (1,2)
- Play a game of "Clue" in which each student describes a common household, basement, or garage item that is a potential safety hazard without naming it. The class then identifies it. (1)
- FHA Experience: Prepare and duplicate a safety list to follow while baby-sitting. Make copies of the list available to potential babysitters and their parents. (1,2)

Suggested Measurement of Student Progress:

- Compile a reference folder of information on potential hazards and precautions for specific areas of the home. (1,2)

Related Module Titles:

Action Toward Housing Improvement
Safety Features of Kitchen Equipment

HOUSING, FURNISHINGS, AND EQUIPMENT

HEALTH and SAFETY
Level V: 4 hours

Module: ACTION TOWARD HOUSING IMPROVEMENT

Learning Outcome:

Recognize housing conditions that present potential safety hazards and agencies that contribute to correction of these.

Behavioral Outcomes:

1. Identifies group efforts toward improving home safety conditions.
2. Cites efforts of various agencies and organizations to eliminate home safety hazards.

Suggested Learning Experiences:

- Study legislation directed toward improving home safety conditions. Explore procedures which lead to establishment of Federal standards and regulations for insulation materials used in dwellings, and for construction of plumbing, heating, and electrical systems of mobile homes. (1)
- Investigate local building codes and inspection requirements for houses under construction. Cite the variety of workers affected by these regulations. (1)
- Discuss the responsibilities of the manufacturer, dealer, and home builder in meeting safety standards that protect the home occupant. (1)
- Invite a village, city, or county official to present information on Federal or local assistance directed toward the improvement of housing conditions, locally and nationally. Request a response to questions relating to low-income housing, urban renewal, and housing for the elderly. (1)
- Survey local agencies and organizations involved in efforts toward improving home safety conditions. Explore the work of groups such as religious councils, neighborhood associations, or Cooperative Extension, senior citizen, or tenant groups. (2)
- Interview a member of the Crime Prevention Division of a city police department for information on home security survey services available and on techniques to cope with burglary possibilities in community homes. (2)
- Obtain information on safety codes developed by Underwriters Laboratories and the American Gas Association which influence the design of home appliances manufactured today. (2)
- FHA Experience: Obtain a supply of Mr. Yuk stickers for identifying poisonous items in the home economics department. Make the stickers available to parents of young children and senior citizens through contacts with various community organizations. (2)

Suggested Measurement of Student Progress:

- Regulations require that insulation materials used in new and existing houses meet Federal standards. Identify the sources of these regulations, the reasoning underlying them, and the kinds of workers affected by them. (1,2)

Related Module Titles:

Home Safety
Safety Features of Kitchen Equipment

HOUSING, FURNISHINGS, AND EQUIPMENT — HEALTH and SAFETY
Level V: 4 hours

Module: SAFETY OF ELECTRICAL APPLIANCES FOR THE KITCHEN

Learning Outcome:

Identify features for safety and seek safe furnishings and equipment.

Behavioral Outcomes:

1. Identifies ways in which government regulations and manufacturing standards provide for the safe operation of portable kitchen appliances.
2. Identifies and studies safety features of various portable kitchen appliances before buying or using them.

Suggested Learning Experiences:

- Identify rules for safety when using electrical appliances and equipment.
- Work in groups to study and report on the functions of an assigned trade association or consumer oriented group in establishing safety standards for household appliances. Include an organization such as the National Standards Institute, the Association of Home Appliance Manufacturers, Underwriters Laboratories, or the Consumer Product Safety Commission. (1)
- Examine manufacturers' use and care books available in the home economics department or in local stores. Identify efforts of manufacturers to inform consumers on safety features and performance limitations of appliances, and instruction on safe use. Evaluate each for clarity. (1)
- Invite an industrial arts teacher to demonstrate the construction of electric cords and to speak on UL rules on their manufacture. Present questions on both detachable and nondetachable cords. (1)
- Assess a variety of safety features of portable kitchen appliances such as easily accessible controls, instant on-off controls, thermostatic controls, automatic timers to shut off power, easy-to-see heater or speed selector dials and signal lights, heat resistant handles and feet, detachable cords, spatter guard covers, and well balanced design. (2)
- View demonstrations, then make one demonstration to classmates on safety features of a department electric appliance. Emphasize the consumer's responsibility for proper maintenance and safe use of household equipment. (2)
- Prepare a class checklist of safety features and use it in evaluating available kitchen appliances. (2)
- FHA Experience: Prepare a showcase display on safety features of portable kitchen appliances. (2)

Suggested Measurement of Student Progress:

- Write a summary of findings following the evaluation of three portable kitchen appliances. (1,2)

Related Module Titles:

Home Safety
Action Toward Housing Improvement

HOUSING, FURNISHINGS, AND EQUIPMENT

RELATIONSHIPS
Level V: 4 hours

Module: A SETTING FOR HUMAN DEVELOPMENT

Learning Outcome:

Recognize ways home environment affects physical, social, and emotional well-being of family members.

Behavioral Outcomes:

1. Identifies environmental needs common to all individuals.
2. Lists ways home environment affects behaviors and attitudes of all family members.

Suggested Learning Experiences:

- Describe your home environment and identify aspects of it you value most. (1)
- Discuss your need for space. Explain how feelings of security develop from the freedom space provides. (1)
- Assume a man, his wife, a teenager, a preschool child, and a grandparent living together as a family unit. Show how the need for privacy varies among individuals in this family. (1)
- Invite a visiting foreign student to describe ways his or her American family has helped her or him to feel a "sense of place" in a strange new environment, and the effects this has had on his or her attitudes as a visitor to this country. (1,2)
- Collect and share pictures which present the home as a place to relax and share activities as an outlet for self-expression and creativity. (1)
- Review a film which shows contrasts in quality of home environments and the resulting effects on behaviors and attitudes of family members. After the film presentation, identify environmental needs revealed in its content. (1,2)
- List some of the kinds of relationships a home fosters. Describe problems that arise when lack of space and privacy in the home prevents the accommodation of these relationships. (2)
- FHA Experience: Invite a representative of a home for adults, a nursing home, or a college dormitory to discuss ways institutions deny or strive to meet the environmental needs of individuals. (1,2)

Suggested Measurement of Student Progress:

- Respond to the statement, "The quality of the home environment determines the quality of one's life." (1,2)

Related Module Titles:

Environment and Mental Health
Homes of the Future

HOUSING, FURNISHINGS, AND EQUIPMENT

RELATIONSHIPS
Level V: 4 hours

Module: ENVIRONMENT AND MENTAL HEALTH

Learning Outcome:

Recognize ways home environment affects physical, social, and emotional well-being of family members.

Behavioral Outcomes:

1. Explains the relationship between home environment and mental health.
2. Identifies elements of housing and living conditions that influence behaviors and attitudes of family members.
3. Cites societal changes that increase the need for a healthy home environment.

Suggested Learning Experiences:

- Discuss the significance of home environment in helping an individual adapt to society through encouragement of human assets such as love, sensitivity, morality, ethical behavior, the well-defined values, and a constructive philosophy of life. (1)
- Compile a list of ways the home environment can provide security to family members by establishing standards for individual and group behavior. (1)
- Study a list of "Would You Believe?" facts relating to living conditions such as excess noise and lack of freedom of self-expression which may cause emotional instability and, in extreme cases, disability. (1)
- Discuss reasons why reactions to environment vary among individuals. (2)
- Review sociology and psychology textbooks for factual information on assigned topics relating to housing and living conditions which influence behaviors and attitudes. Suggested topics: overcrowding, high-rise living, housing inconveniences, and separation of adults from active participation in the lives of children. (2)
- Invite a school psychologist, a psychiatrist, or a social case worker to discuss current mental health concerns and possible reasons for the increase in mental illness today. (2,3)
- Brainstorm on societal changes to which individuals and families are required to adjust. Discuss the increasing need for a healthy environment which will enable people to cope with these changes. (3)
- FHA Experience: Studies reveal that aicoholism is a serious problem among suburban housewives. In the light of societal changes, discuss possible reasons for this trend and its adverse effect on the home environment. (1,3)

Suggested Measurement of Student Progress:

- Select a movie, a TV family series, or a novel which depicts the home environment of its main characters as either healthy or damaging. Write a brief analysis of the home conditions on which you base your evaluation and cite ways they influence behaviors and attitudes of the characters. (1,2)
- Discuss a societal change which is requiring families to make adjustments in their lives in efforts to maintain a healthy home environment for family members. (3)

Related Module Titles:

A Setting for Human Development
Homes of the Future

HOUSING, FURNISHINGS, AND EQUIPMENT

RELATIONSHIPS
Level V: 4 hours

Module: HOMES OF THE FUTURE

Learning Outcome:

Recognize the influences of the community and peripheral environments on housing possibilities.

Behavioral Outcomes:

1. Describes expected changes in construction methods and materials in urban houses of the future.
2. States reasons for new approaches in the construction of single and multiunit dwellings.

Suggested Learning Experiences:

- Use housing textbooks and library materials to compile a glossary of terms relating to new construction methods and materials. Suggested terms include: module, stacking, on-site assembly, preassembled core, precut, prefabricated, factory produced, instant housing, recycled, synthetic, plastic foam, fiberglass. (1)
- Read literature obtained from manufacturers of modular housing units for information on their design, the stacking process, instant housing, and the potential of modular housing for single and multiunit dwellings in the future. Estimate possible effects on human development. (1,2)
- Invite a housing contractor to show samples of new materials used in house construction and to discuss their advantages over traditional materials. (1,2)
- Visit sites where new types of house construction can be observed. If possible, watch the assembly of a modular housing unit or of a precut or prefabricated house. (1)
- Collect pictures or locate information on new construction features one can expect in houses of the future. These might include slide-out balconies, fold-out pitched roofs and porches, and vacuum sewage disposal systems. (1)
- Discuss reasons for changes that have been made in the housing industry. Consider quality, costs, availability of materials, energy conservation, on-site construction time, need for multiunit dwellings at reasonable costs, and changing needs of families. (2)
- FHA Experience: Create building blocks of construction paper to resemble modules. Assemble a display of single and multiunit modular dwellings of various styles. (1)

Suggested Measurement of Student Progress:

- Among new construction materials used in today's houses, plastic is widely accepted. Discuss new uses for plastic in house construction and reasons for its acceptance as a building material. (1,2)

Related Module Titles:

A Setting for Human Development
Environment and Mental Health